

StandFor Evolution

9th

LESSON PLAN



Fly High

5 CLASSES
A WEEK

4

LOWER
SECONDARY

TEACHER
BOOK



StandFor Evolution



Fly High

5 CLASSES
A WEEK

4

LOWER SECONDARY

TEACHER
BOOK


StandFor

Dear Teacher,

Welcome to **StandFor Evolution Fly High**, an extended course load English program created for the Brazilian market. From pre-primary to secondary education, our program offers five classes per week in accordance with the National Common Curricular Base (BNCC, in the Portuguese acronym).

Your planning routine will be made easy with well-structured class plans for the wide variety of classes that form our program, ranging from lessons based on the four skills and grammar to ones based on maker culture, from learning through project work to extensive reading. To ease your daily workload, the different types of classes are all presented in this **Teacher Book** accompanied by step-by-step instructions.

Developed to assist you in your journey of empowering the students as they learn English, **StandFor Evolution Fly High** provides you with all the necessary support for your mission to ensure that we are helping students become capable of achieving their objectives and take advantage of the opportunities offered by our multicultural and globalized society – students that are prepared to interact and use English outside the school walls.

We hope that, through the study of the English language and all the benefits it offers, together, teacher, students, and the **StandFor** team, we can look back at the end of our journey and see ourselves transformed for the better.

You can count on us!

The StandFor Team

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PROGRAM OVERVIEW

StandFor Evolution Fly High is an educational solution aimed at Brazilian schools committed to educating bilingual students for the world. It covers all basic education, from pre-primary to secondary education, and it was especially designed with the needs and characteristics of Brazilian students and teachers in mind. Because of this, **StandFor Evolution** aligns its contents with those in other subjects, and therefore with the BNCC whenever possible.

The program seeks to contribute to students' protagonism in the learning process and to make the classroom a space for sharing knowledge in all directions: teacher-students, students-teacher, and student-student. In addition, the development of 21st-century skills permeate the activities proposed in each class.

The **StandFor Evolution Fly High** program features 180 classes (five per week) composed of activities meant to fit into a 40 to 50-minute class. The program covers cross-curricular content and has a language syllabus structured in such a way as to give you the flexibility to organize classes in a sequence that favors students' learning and that adapts to your school's reality and needs.

The program is organized into the following modules:

>> UNITS	52 classes
>> CLIL	8 classes
>> CLIL PROJECTS	8 classes
>> DIGITAL SCIENCE	3 classes
>> STEAM	8 classes
>> STEAM PROJECTS	8 classes
>> GRAMMAR	8 classes
>> SPEAKING	16 classes
>> LISTENING	8 classes
>> READER	10 classes
>> STANDFOR PROJECT	10 classes
>> GAMES	4 classes
>> MUSIC	3 classes
>> SOCIAL-EMOTIONAL LEARNING	4 classes
>> REVIEW	4 classes
>> ASSESSMENT	4 classes
>> EXAM PRACTICE	8 classes
>> FREE CLASSES	12 classes
>> STANDFOR SERVICES	2 classes

MODULES

The **StandFor Evolution Fly High** program offers different kinds of classes organized into modules that bring diversity and dynamism into the classroom. Each module is associated with a different color.

UNITS

The language syllabus is the focus of these classes. They focus on the development of four skills: reading, listening, speaking, and writing.

CLIL

In these classes, cross-curricular content and language are integrated.

CLIL PROJECTS

Students develop two cross-curricular projects that connect content with their daily lives and include language learning. Students create a final product and go through typical project stages to accomplish their goals: planning, production, and evaluation.

DIGITAL SCIENCE

With step-by-step instructions, these classes include video lessons introducing science content in accordance with the BNCC.

STEAM

In these classes, students have the opportunity to work with content related to the areas of science, technology, engineering, art, and math and develop a project in one class.

STEAM PROJECTS

Students are challenged to create products related to the STEAM areas in four classes following a scientific methodology: hypothesis, planning, testing, evaluation, re-testing, final evaluation, and presentation.

READER

These classes include activities that spring from the readings in the two **StandFor Graded Reader** books to promote enjoyment of the stories and reflection about their themes.

STANDFOR PROJECT

In these classes, knowledge is constructed out of group discussions about an issue related to cross-curricular content. The focus is on content, not language.

GAMES

These classes review and recycle the language structures and vocabulary learned in the units with fun activities.

MUSIC

In these class plans, you are given ideas on how to work with songs in the classroom. Some classes deal with sounds and others give you suggestions for activities and sometimes songs to use with your students.

SOCIAL-EMOTIONAL LEARNING

These video lessons introduce Amber and Nicholas, who talk about teen-relevant issues and invite the students to reflect on their emotional reactions based on their own life experiences.

REVIEW

These classes are an opportunity to review content and prepare students for the summative assessment moments.

ASSESSMENT

Classes in which different kinds of activities, including a formal test, can be carried out to check on students' progress and questions.

EXAM PRACTICE

These classes give students the chance to familiarize themselves with international exams and get ready to take one if they wish to.

STANDFOR SERVICES

The **StandFor Team** pays a visit to the school to interact with students and teachers in these classes. This means time for a storytelling activity or an English immersion day with lots of activities.

FREE CLASSES

No content is assigned to these classes because they are meant to give you flexibility to include activities of your own, join a school event, or even adjust your calendar. Although the free classes are presented at a certain moment in the program, you are encouraged to make use of them when you deem it most appropriate.

Handbook Units and Extras

Welcome Unit

Consisting of six pages, the Welcome Unit presents activities that allow students to review grammar and vocabulary they have already studied. The activities are well-contextualized and designed in a very user-friendly way.

Units

There are eight units with ten pages each, and each unit is divided into four lessons. A more detailed breakdown of each unit will be given on the following pages.

Review

All eight units have a corresponding one-page review, aimed at reviewing grammar and vocabulary. The eight reviews contain practical activities and a mini-project that are closely related to the main theme of the unit.

CLIL and STEAM Projects

Every two units are followed by either a CLIL or a STEAM project. Both CLIL and STEAM are approaches that engage students by connecting the learning to their own lives. English is just one of the many different abilities students will be challenged to put to use.

Throughout the process of each project, students are invited to get hands on to organize and carry out a sequence of tasks or stages. The final product will be the findings from their research on an initial driving question or their own creative solution to a proposed problem, such as building a stool that supports their weight or creating music to express feelings without using instruments. Their challenge is to reach that goal through collaborative teamwork, using their own strategies and resources. The projects culminate with a student-led production to present their work.

Word Bank

A illustrated glossary with the vocabulary from each unit that students are expected to start using more actively. The **Word Bank's** visual style has been designed to help students associate meaning with images, rather than providing translations. The glossary may also include definitions, synonyms, opposites, etc.

Grammar

Unlike the grammar worked on in the units, here grammar is presented in a deductive way through visual and interactive context related to the unit. The main objective of this section is to allow students to organize what they have been learning and develop their self-study skills.

Workbook

There are four pages of complementary activities for each unit. Closely related to the content developed in each one of the four lessons in the unit, the tasks in the **Workbook** aim at providing students with more opportunities to review and consolidate the unit content. The **Workbook** includes reading, grammar, and vocabulary tasks that may be carried out in class or assigned as homework.

Verb List

This section provides students with a useful list of irregular verbs. The list on this page could be referred to and utilized in different ways: a reference for a written activity, as prompts for a story, as games to help students memorize chunks, etc.

Student A and B

These are activities that provide students with the opportunity to practice recently learned language items and functions while performing an oral task. Working in pairs, each student reads a different page, A or B, each providing different information. As each student knows something the other needs, the A/B activities foster real interaction and communication, requiring students to authentically exchange information on a specific topic related to the unit.

Stickers and Cutouts

The **Student Handbook** includes include stickers and cutouts. These are an integral part of some unit activities. These bring variety to class materials and motivate students to pay closer attention to the task they are doing. The pages where students can find the stickers or cutouts are indicated in the relevant activities.

Unit Structure

The **StandFor Evolution Lower Secondary** program is an innovative collection whose urban and alternative design functions as yet another tool to appeal to and engage learners.

Because we understand that a little predictability can be very welcome, the units trace a path that will allow both teachers and students to anticipate, to a certain extent, what they will be working on from lesson to lesson.

There are eight units in each Handbook. All of them consist of a visually attractive opening spread and four lessons of two pages each. Although the four skills are used in every lesson, each of the four lessons in a unit has a main focus on one of the four skills:

- >> Lesson 1: Reading
- >> Lesson 2: Speaking
- >> Lesson 3: Listening
- >> Lesson 4: Writing

Opening Pages

All units begin with an attractive double-page spread with:

- >> Non-verbal texts related to the theme of the unit;
- >> The objectives of the unit;
- >> A self-evaluation task.

These pages have been designed to give learners a taste of what they are going to talk about in the unit. The images and the visual impact of the opening spread are intended to engage students' curiosity about the theme and activate their existing knowledge. Although there are different ways you may explore the non-verbal texts, it is important that you suggest tasks that elicit what they already know about the topic. Here are a few suggestions:

- >> Students read the title of the unit and look at the image. Next, they share with a partner three pieces of information they know about the theme of the unit.
- >> In small groups, students take turns describing the image.
- >> Students write a caption for the image.

Another important feature of the opening spread is the list of objectives. There will always be ten objectives per unit. One suggestion for working with these objectives is to ask students to read them and decide which ones they think will be more interesting or more challenging.

When you have finished the unit, students should go back to these pages, read the objectives, and do the self-evaluation task, using the stickers provided.

As a follow-up, talk to students about what can be done to improve the objectives they feel they need to work harder on. Encourage them to make a simple action plan, such as "read an infographic on a theme I particularly like" or "write facts and figures about a theme I particularly like."

Reading

Reading activities may occur in any lesson, but in **Lesson 1** the emphasis is on the development of reading skills. The chosen texts provide students with a wide range of genres and linguistic variants. Some texts are authentic and some have been adapted to make them more comprehensible to students. Whenever this is the case, the original visual presentation of the text is simulated to maintain the structure and characteristics of the genre.

The texts are presented with activities that allow students to analyze the genre, as well as pre-, while, and post-reading activities. These may not necessarily be in the Units, however, the **Teacher Book** includes suggestions of how to help students develop their reading strategies.

Some of the reading texts have also been recorded. We recommend that you play the audio when the students first encounter the text in order to foster reading fluency, preventing students from pausing at unfamiliar words, and also to allow them to experience pronunciation features of the language, such as linking and intonation.

Communication

This section appears mostly in **Lesson 2**. The activities in **Communication** aim to develop accuracy in speaking, as opposed to oral fluency and personal expression, which is the primary focus of the activities indicated by the speaking icon. The proposed activities range from more controlled practice (repetition, drills, grammar games, etc.) to less controlled ones (cued-dialogs, A/B activities, etc.), culminating in production (fluency practice in speaking). Suggestions of freer speaking activities are also provided in the **Teacher Book**.

Listening

Just like **Reading**, **Listening** may appear in any of the four lessons. It is in **Lesson 3**, though, that the focus is on the development of listening skills. To ensure the **Student Handbook** offers a great sample of English variants, the speakers come from different regions of the world and they may or may not be native users of the language. In **Lesson 3**, the genre and social function of the text are more relevant than the grammar and images that accompany the tasks. Audio scripts for oral texts are provided in this **Teacher Book**.

Writing

The units culminate with written production in **Lesson 4**. Students will be asked to produce a text belonging to a textual genre. This may be the same genre explored in **Lesson 1** or a different one. Whenever this is the case, the lesson will come with a model text of the same genre so students can explore and analyze its conventions (what it is, who writes it, who is the target reader, why it is written, where it appears, the layout, style, text structure, lexical and grammatical features, etc.).

Students should always be encouraged to follow the steps in their writing process, which include planning, drafting, revising, and writing a final draft. The step-by-step instructions regarding these stages may be suggested on the same page as the proposed task or in the **Teacher Book**. Here are other suggestions you may use with students:

Planning

- >> Students brainstorm ideas for their texts orally in large or small groups and make a collaborative mind map.
- >> Students make a list of useful vocabulary and grammar items according to the genre or topic of the text.
- >> Teacher elicits rubrics for self-assessment and evaluation.

Drafting

- >> Students explain to a partner what they plan to put on paper.
- >> Students are encouraged to use dictionaries and their books as reference material.
- >> Students use rubrics as a checklist while they are writing their texts.

Revising

- >> Students read and revise their own text, focusing on the rubrics.
- >> Students look critically at a partner's text and make comments based on the rubrics.
- >> Students read a partner's texts and make constructive comments on content and form.

Grammar

Grammar is an important feature of learning a language and this section may appear in any of the four lessons. There may also be more than one topic per lesson. Whenever this happens, a new subtitle will be provided. The rule activity will appear in most cases and is an integral part of the section, as it helps students figure out the rules by themselves.

Pronunciation

This section may appear in **Lesson 2** or **3**. It usually provides highly controlled speaking practice. The section may also occur as pre-listening activity in **Lesson 3** in order to warm students up for the oral text or, less frequently, after the listening task as a noticing activity. There may be more than one topic per lesson.

Cross-references

These indicate the page students should go to for more practice or information about a topic. There are cross-references to:

- >> Review
- >> Workbook
- >> Grammar
- >> Word Bank

QR Codes

These enable students to have easy and quick access to a number of videos presented by Amber and Nicholas. There are four QR codes in each Handbook.

Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is divided into two main parts: a theoretical analysis and an experimental evaluation.

The theoretical analysis is based on the principles of the proposed system and the results of previous studies. The experimental evaluation is based on the results of a series of experiments conducted on a real system.

Methodology

Experimental Setup

The experimental setup consists of a real system and a set of test cases. The real system is a system that is used in the industry. The test cases are a set of scenarios that are used to evaluate the performance of the system.

Results

Conclusion

The results of the study show that the proposed system has a positive effect on the performance of the system. The conclusion of the study is that the proposed system is a viable solution for the problem at hand.

The study is limited by the scope of the experiments and the results of the study are only valid for the system and the test cases used in the study.

The study is a preliminary study and further research is needed to confirm the results of the study.

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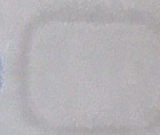
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FLEXIBLE PROGRAM

Although the class plans in this **Teacher Book** come in a pre-determined sequence, there are many other possible sequences in which the classes can be arranged. To make the reorganization of the material possible, each class was designed to be used regardless of what class came before or after. In addition, we created a **class heading** so that you can number your classes in the order that best suits your objectives and your institution's.

CLASS



Program Planning

In order to illustrate how the flexible program works, we provided two program options. Once you understand how the program works, you can create your own program if you like.

Program A

The class plans in this **Teacher Book** are organized interposing the language syllabus and the other diverse modules. A possible word to describe this program could be "mixed." This order will suit the teacher who doesn't like monotony and enjoys variety and diversity in the weekly schedule.

Program B

In this program the modules and units follow each other in complete mini-cycles. This sequencing will best suit the teacher who enjoys the regularity of cycles with clear beginnings and endings.

If you choose to follow this sequence, you can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Your Program

If you would like to personalize a program to your specific needs and teaching style, there is a blank annual program template available at Soulonica.com.br for you to customize your own **StandFor Evolution** annual program. You can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Program A

9th

FIRST SEMESTER

FIRST TRIMESTER

FIRST BIMESTER

Class 1	WELCOME, Lesson 1
Class 2	WELCOME, Lesson 2
Class 3	UNIT 1, Lesson 1
Class 4	UNIT 1, Lesson 2 Part 1
Class 5	STANDFOR PROJECT, Education in Athens Part 1
Class 6	STANDFOR PROJECT, Education in Athens Part 2
Class 7	LISTENING, Unit 1 • Conspiracy Theories
Class 8	UNIT 1, Lesson 2 Part 2
Class 9	SPEAKING, Unit 1 • The Socratic Method
Class 10	UNIT 1, Lesson 3
Class 11	GRAMMAR, Unit 1 • Modal Verbs of Possibility and Certainty
Class 12	STANDFOR PROJECT, Education in Athens Part 3
Class 13	STANDFOR PROJECT, Education in Athens Part 4
Class 14	UNIT 1, Lesson 4
Class 15	STANDFOR PROJECT, Education in Athens Part 5
Class 16	SPEAKING, Unit 1 • Role-plays
Class 17	CLIL, Unit 1 • Should We Debate This?
Class 18	STEAM, Unit 1 • Engineering Challenge
Class 19	SOCIAL-EMOTIONAL LEARNING, Unit 1 • The Art of Argument
Class 20	FREE CLASS
Class 21	UNIT 2, Lesson 1 Part 1
Class 22	SPEAKING, Unit 2 • Complaining
Class 23	UNIT 2, Lesson 1 Part 2
Class 24	READER, <i>The Hunt Is On!</i> Part 1
Class 25	UNIT 2, Lesson 2
Class 26	READER, <i>The Hunt Is On!</i> Part 2
Class 27	READER, <i>The Hunt Is On!</i> Part 3
Class 28	UNIT 2, Lesson 3 Part 1
Class 29	READER, <i>The Hunt Is On!</i> Part 4
Class 30	READER, <i>The Hunt Is On!</i> Part 5
Class 31	LISTENING, Unit 2 • Social Media Addiction
Class 32	UNIT 2, Lesson 3 Part 2
Class 33	GRAMMAR, Unit 2 • Verbs + Gerund or Infinitive
Class 34	UNIT 2, Lesson 4 Part 1
Class 35	SPEAKING, Unit 2 • The Internet and Social Media
Class 36	UNIT 2, Lesson 4 Part 2
Class 37	CLIL, Unit 2 • Does Everyone Have Access to the Internet?
Class 38	STEAM, Unit 2 • Memes
Class 39	REVIEW, Units 1-2
Class 40	ASSESSMENT, Units 1-2
Class 41	FREE CLASS
Class 42	MUSIC, Songs with a Story
Class 43	EXAM PRACTICE, Unit 1
Class 44	EXAM PRACTICE, Unit 2
Class 45	GAME, Unusual Things

FIRST SEMESTER

FIRST TRIMESTER

SECOND BIMESTER

SECOND TRIMESTER

Class 46	FREE CLASS
Class 47	UNIT 3, Lesson 1 Part 1
Class 48	UNIT 3, Lesson 1 Part 2
Class 49	CLIL PROJECT, How Can I Study More Effectively? Part 1
Class 50	LISTENING, Unit 3 • Kindergarten Memories
Class 51	UNIT 3, Lesson 2 Part 1
Class 52	UNIT 3, Lesson 2 Part 2
Class 53	CLIL PROJECT, How Can I Study More Effectively? Part 2
Class 54	SPEAKING, Unit 3 • The Myth of Learning Styles
Class 55	UNIT 3, Lesson 3 Part 1
Class 56	UNIT 3, Lesson 3 Part 2
Class 57	CLIL PROJECT, How Can I Study More Effectively? Part 3
Class 58	GRAMMAR, Unit 3 • Present Perfect and How Long
Class 59	UNIT 3, Lesson 4
Class 60	CLIL PROJECT, How Can I Study More Effectively? Part 4
Class 61	SPEAKING, Unit 3 • Talking about School
Class 62	CLIL, Unit 3 • How to Preserve the Past, Present, and Future?
Class 63	STEAM, Unit 3 • Pinball Machine
Class 64	SOCIAL-EMOTIONAL LEARNING, Unit 3 • Our Fears
Class 65	FREE CLASS
Class 66	UNIT 4, Lesson 1 Part 1
Class 67	UNIT 4, Lesson 1 Part 2
Class 68	GRAMMAR, Unit 4 • Present Perfect and Time Expressions
Class 69	STEAM PROJECT, The Plastic Fabric Challenge Part 1
Class 70	UNIT 4, Lesson 2 Part 1
Class 71	SPEAKING, Unit 4 • Ads from the Past
Class 72	UNIT 4, Lesson 2 Part 2
Class 73	STEAM PROJECT, The Plastic Fabric Challenge Part 2
Class 74	UNIT 4, Lesson 3
Class 75	STEAM PROJECT, The Plastic Fabric Challenge Part 3
Class 76	LISTENING, Unit 4 • Fashion
Class 77	UNIT 4, Lesson 4
Class 78	STEAM PROJECT, The Plastic Fabric Challenge Part 4
Class 79	SPEAKING, Unit 4 • Clothes
Class 80	CLIL, Unit 4 • Informed Decisions about Clothing Items
Class 81	STEAM, Unit 4 • Upcycling
Class 82	REVIEW, Units 3-4
Class 83	ASSESSMENT, Units 3-4
Class 84	FREE CLASS
Class 85	GAME, Digital Footprints Out There
Class 86	EXAM PRACTICE, Unit 3
Class 87	EXAM PRACTICE, Unit 4
Class 88	MUSIC, Conditional Verses
Class 89	STANDFOR SERVICES
Class 90	FREE CLASS

SECOND SEMESTER

SECOND TRIMESTER

THIRD BIMESTER

THIRD TRIMESTER

Class 91	UNIT 5, Lesson 1
Class 92	CLIL PROJECT, How Has the Media Evolved? Part 1
Class 93	UNIT 5, Lesson 2
Class 94	GRAMMAR, Unit 5 • So, So Much, So Many, Such a
Class 95	CLIL PROJECT, How Has the Media Evolved? Part 2
Class 96	UNIT 5, Lesson 3 Part 1
Class 97	SPEAKING, Unit 5 • News and Headlines
Class 98	UNIT 5, Lesson 3 Part 2
Class 99	LISTENING, Unit 5 • Traditional News and Social Media
Class 100	UNIT 5, Lesson 3 Part 3
Class 101	CLIL PROJECT, How Has the Media Evolved? Part 3
Class 102	UNIT 5, Lesson 4
Class 103	CLIL PROJECT, How Has the Media Evolved? Part 4
Class 104	SPEAKING, Unit 5 • News and the Media
Class 105	CLIL, Unit 5 • Where Do You Get Your News From?
Class 106	STEAM, Unit 5 • Blackout Poetry
Class 107	FREE CLASS
Class 108	UNIT 6, Lesson 1 Part 1
Class 109	UNIT 6, Lesson 1 Part 2
Class 110	GRAMMAR, Unit 6 • Simple Past vs. Present Perfect
Class 111	UNIT 6, Lesson 2
Class 112	LISTENING, Unit 6 • Trojans
Class 113	UNIT 6, Lesson 3
Class 114	SPEAKING, Unit 6 • Real or Fake?
Class 115	UNIT 6, Lesson 4
Class 116	SPEAKING, Unit 6 • Critical Reading
Class 117	CLIL, Unit 6 • The Big Lie
Class 118	STEAM, Unit 6 • Fake Pictures
Class 119	SOCIAL-EMOTIONAL LEARNING, Unit 6 • Extra! Extra!
Class 120	REVIEW, Units 5-6
Class 121	ASSESSMENT, Units 5-6
Class 122	FREE CLASS
Class 123	GAME, Stand up!
Class 124	EXAM PRACTICE, Unit 5
Class 125	EXAM PRACTICE, Unit 6
Class 126	FREE CLASS
Class 127	UNIT 7, Lesson 1 Part 1
Class 128	UNIT 7, Lesson 1 Part 2
Class 129	LISTENING, Unit 7 • How to Stay Informed
Class 130	STEAM PROJECT, Homemade Projector Challenge Part 1
Class 131	UNIT 7, Lesson 2 Part 1
Class 132	UNIT 7, Lesson 2 Part 2
Class 133	STEAM PROJECT, Homemade Projector Challenge Part 2
Class 134	SPEAKING, Unit 7 • Describing a Work of Art
Class 135	UNIT 7, Lesson 3 Part 1

SECOND SEMESTER

THIRD TRIMESTER

FOURTH BIMESTER

Class 136	UNIT 7, Lesson 3 Part 2
Class 137	GRAMMAR, Unit 7 • Passive Voice: Have/Get + Object + Past Participle
Class 138	STEAM PROJECT, Homemade Projector Challenge Part 3
Class 139	UNIT 7, Lesson 4
Class 140	STEAM PROJECT, Homemade Projector Challenge Part 4
Class 141	SPEAKING, Unit 7 • News Reporter
Class 142	CLIL, Unit 7 • Is It Hazardous or Not?
Class 143	STEAM, Unit 7 • Sound Effects
Class 144	FREE CLASS
Class 145	UNIT 8, Lesson 1 Part 1
Class 146	UNIT 8, Lesson 1 Part 2
Class 147	GRAMMAR, Unit 8 • Verb Tenses Review
Class 148	READER, <i>Robinson Crusoe</i> Part 1
Class 149	READER, <i>Robinson Crusoe</i> Part 2
Class 150	UNIT 8, Lesson 2 Part 1
Class 151	LISTENING, Unit 8 • How the Internet Changed Our Lives
Class 152	UNIT 8, Lesson 2 Part 2
Class 153	SPEAKING, Unit 8 • The Past and Future of Communication
Class 154	UNIT 8, Lesson 3
Class 155	READER, <i>Robinson Crusoe</i> Part 3
Class 156	READER, <i>Robinson Crusoe</i> Part 4
Class 157	UNIT 8, Lesson 4 Part 1
Class 158	UNIT 8, Lesson 4 Part 2
Class 159	READER, <i>Robinson Crusoe</i> Part 5
Class 160	SPEAKING, Unit 8 • Screens
Class 161	CLIL, Unit 8 • How Did We Communicate in the Past?
Class 162	STEAM, Unit 8 • Upcycling
Class 163	SOCIAL-EMOTIONAL LEARNING, Unit 8 • Stalking
Class 164	GAME, Mystery Investigation
Class 165	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 1
Class 166	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 2
Class 167	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 3
Class 168	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 4
Class 169	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 5
Class 170	REVIEW, Units 7-8
Class 171	ASSESSMENT, Units 7-8
Class 172	FREE CLASS
Class 173	EXAM PRACTICE, Unit 7
Class 174	EXAM PRACTICE, Unit 8
Class 175	MUSIC, Verb Tenses in a Song
Class 176	DIGITAL SCIENCE, Plant Vascular System Part 1
Class 177	DIGITAL SCIENCE, Plant Vascular System Part 2
Class 178	DIGITAL SCIENCE, Gas Exchange in Plants
Class 179	FREE CLASS
Class 180	STANDFOR SERVICES

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Program B

FIRST SEMESTER

FIRST TRIMESTER

FIRST BIMESTER

Class 1	WELCOME, Lesson 1
Class 2	WELCOME, Lesson 2
Class 3	UNIT 1, Lesson 1
Class 4	UNIT 1, Lesson 2 Part 1
Class 5	UNIT 1, Lesson 2 Part 2
Class 6	UNIT 1, Lesson 3
Class 7	UNIT 1, Lesson 4
Class 8	GRAMMAR, Unit 1 • Modal Verbs of Possibility and Certainty
Class 9	LISTENING, Unit 1 • Conspiracy Theories
Class 10	SPEAKING, Unit 1 • The Socratic Method
Class 11	SPEAKING, Unit 1 • Role-plays
Class 12	CLIL, Unit 1 • Should We Debate This?
Class 13	STEAM, Unit 1 • Engineering Challenge
Class 14	SOCIAL-EMOTIONAL LEARNING, Unit 1 • The Art of Argument
Class 15	EXAM PRACTICE, Unit 1
Class 16	FREE CLASS
Class 17	STANDFOR PROJECT, Education in Athens Part 1
Class 18	STANDFOR PROJECT, Education in Athens Part 2
Class 19	STANDFOR PROJECT, Education in Athens Part 3
Class 20	STANDFOR PROJECT, Education in Athens Part 4
Class 21	STANDFOR PROJECT, Education in Athens Part 5
Class 22	GAME, Unusual Things
Class 23	UNIT 2, Lesson 1 Part 1
Class 24	UNIT 2, Lesson 1 Part 2
Class 25	UNIT 2, Lesson 2
Class 26	UNIT 2, Lesson 3 Part 1
Class 27	UNIT 2, Lesson 3 Part 2
Class 28	UNIT 2, Lesson 4 Part 1
Class 29	UNIT 2, Lesson 4 Part 2
Class 30	GRAMMAR, Unit 2 • Verbs + Gerund or Infinitive
Class 31	LISTENING, Unit 2 • Social Media Addiction
Class 32	SPEAKING, Unit 2 • Complaining
Class 33	SPEAKING, Unit 2 • The Internet and Social Media
Class 34	CLIL, Unit 2 • Does Everyone Have Access to the Internet?
Class 35	STEAM, Unit 2 • Memes
Class 36	REVIEW, Units 1-2
Class 37	ASSESSMENT, Units 1-2
Class 38	EXAM PRACTICE, Unit 2
Class 39	FREE CLASS
Class 40	READER, The Hunt Is On! Part 1
Class 41	READER, The Hunt Is On! Part 2
Class 42	READER, The Hunt Is On! Part 3
Class 43	READER, The Hunt Is On! Part 4
Class 44	READER, The Hunt Is On! Part 5
Class 45	UNIT 3, Lesson 1 Part 1

9+11

FIRST SEMESTER

FIRST TRIMESTER

SECOND TRIMESTER

SECOND BIMESTER

Class 46	UNIT 3, Lesson 1 Part 2
Class 47	UNIT 3, Lesson 2 Part 1
Class 48	UNIT 3, Lesson 2 Part 2
Class 49	UNIT 3, Lesson 3 Part 1
Class 50	UNIT 3, Lesson 3 Part 2
Class 51	UNIT 3, Lesson 4
Class 52	GRAMMAR, Unit 3 • Present Perfect + How Long
Class 53	LISTENING, Unit 3 • Kindergarten Memories
Class 54	SPEAKING, Unit 3 • The Myth of Learning Styles
Class 55	SPEAKING, Unit 3 • Talking about School
Class 56	CLIL, Unit 3 • How to Preserve the Past, Present, and Future?
Class 57	STEAM, Unit 3 • Pinball Machine
Class 58	SOCIAL-EMOTIONAL LEARNING, Unit 3 • Our Fears
Class 59	EXAM PRACTICE, Unit 3
Class 60	FREE CLASS
Class 61	CLIL PROJECT, How Can I Study More Effectively? Part 1
Class 62	CLIL PROJECT, How Can I Study More Effectively? Part 2
Class 63	CLIL PROJECT, How Can I Study More Effectively? Part 3
Class 64	CLIL PROJECT, How Can I Study More Effectively? Part 4
Class 65	MUSIC, Songs with a Story
Class 66	UNIT 4, Lesson 1 Part 1
Class 67	UNIT 4, Lesson 1 Part 2
Class 68	UNIT 4, Lesson 2 Part 1
Class 69	UNIT 4, Lesson 2 Part 2
Class 70	UNIT 4, Lesson 3
Class 71	UNIT 4, Lesson 4
Class 72	GRAMMAR, Unit 4 • Present Perfect and Time Expressions
Class 73	LISTENING, Unit 4 • Fashion
Class 74	SPEAKING, Unit 4 • Ads from the Past
Class 75	SPEAKING, Unit 4 • Clothes
Class 76	CLIL, Unit 4 • Informed Decisions about Clothing Items
Class 77	STEAM, Unit 4 • Upcycling
Class 78	REVIEW, Units 3-4
Class 79	ASSESSMENT, Units 3-4
Class 80	EXAM PRACTICE, Unit 4
Class 81	FREE CLASS
Class 82	STEAM PROJECT, The Plastic Fabric Challenge Part 1
Class 83	STEAM PROJECT, The Plastic Fabric Challenge Part 2
Class 84	STEAM PROJECT, The Plastic Fabric Challenge Part 3
Class 85	STEAM PROJECT, The Plastic Fabric Challenge Part 4
Class 86	FREE CLASS
Class 87	GAME, Digital Footprints Out There
Class 88	MUSIC, Conditional Verses
Class 89	FREE CLASS
Class 90	STANDFOR SERVICES

SECOND SEMESTER

SECOND TRIMESTER

THIRD BIMESTER

THIRD TRIMESTER

Class 91	UNIT 5, Lesson 1
Class 92	UNIT 5, Lesson 2
Class 93	UNIT 5, Lesson 3 Part 1
Class 94	UNIT 5, Lesson 3 Part 2
Class 95	UNIT 5, Lesson 3 Part 3
Class 96	UNIT 5, Lesson 4
Class 97	GRAMMAR, Unit 5 • So, So Much, So Many, Such a
Class 98	LISTENING, Unit 5 • Traditional News and Social Media
Class 99	SPEAKING, Unit 5 • News and Headlines
Class 100	SPEAKING, Unit 5 • News and the Media
Class 101	CLIL, Unit 5 • Where Do You Get Your News From?
Class 102	STEAM, Unit 5 • Blackout Poetry
Class 103	EXAM PRACTICE, Unit 5
Class 104	FREE CLASS
Class 105	CLIL PROJECT, How Has the Media Evolved? Part 1
Class 106	CLIL PROJECT, How Has the Media Evolved? Part 2
Class 107	CLIL PROJECT, How Has the Media Evolved? Part 3
Class 108	CLIL PROJECT, How Has the Media Evolved? Part 4
Class 109	GAME, Stand up!
Class 110	UNIT 6, Lesson 1 Part 1
Class 111	UNIT 6, Lesson 1 Part 2
Class 112	UNIT 6, Lesson 2
Class 113	UNIT 6, Lesson 3
Class 114	UNIT 6, Lesson 4
Class 115	GRAMMAR, Unit 6 • Simple Past vs. Present Perfect
Class 116	LISTENING, Unit 6 • Trojans
Class 117	SPEAKING, Unit 6 • Real or Fake?
Class 118	SPEAKING, Unit 6 • Critical Reading
Class 119	CLIL, Unit 6 • The Big Lie
Class 120	STEAM, Unit 6 • Fake Pictures
Class 121	SOCIAL-EMOTIONAL LEARNING, Unit 6 • Extra! Extra!
Class 122	REVIEW, Units 5-6
Class 123	ASSESSMENT, Units 5-6
Class 124	EXAM PRACTICE, Unit 6
Class 125	FREE CLASS
Class 126	UNIT 7, Lesson 1 Part 1
Class 127	UNIT 7, Lesson 1 Part 2
Class 128	UNIT 7, Lesson 2 Part 1
Class 129	UNIT 7, Lesson 2 Part 2
Class 130	UNIT 7, Lesson 3 Part 1
Class 131	UNIT 7, Lesson 3 Part 2
Class 132	UNIT 7, Lesson 4
Class 133	GRAMMAR, Unit 7 • Passive Voice: Have/Get + Object + Past Participle
Class 134	LISTENING, Unit 7 • How to Stay Informed
Class 135	SPEAKING, Unit 7 • Describing a Work of Art

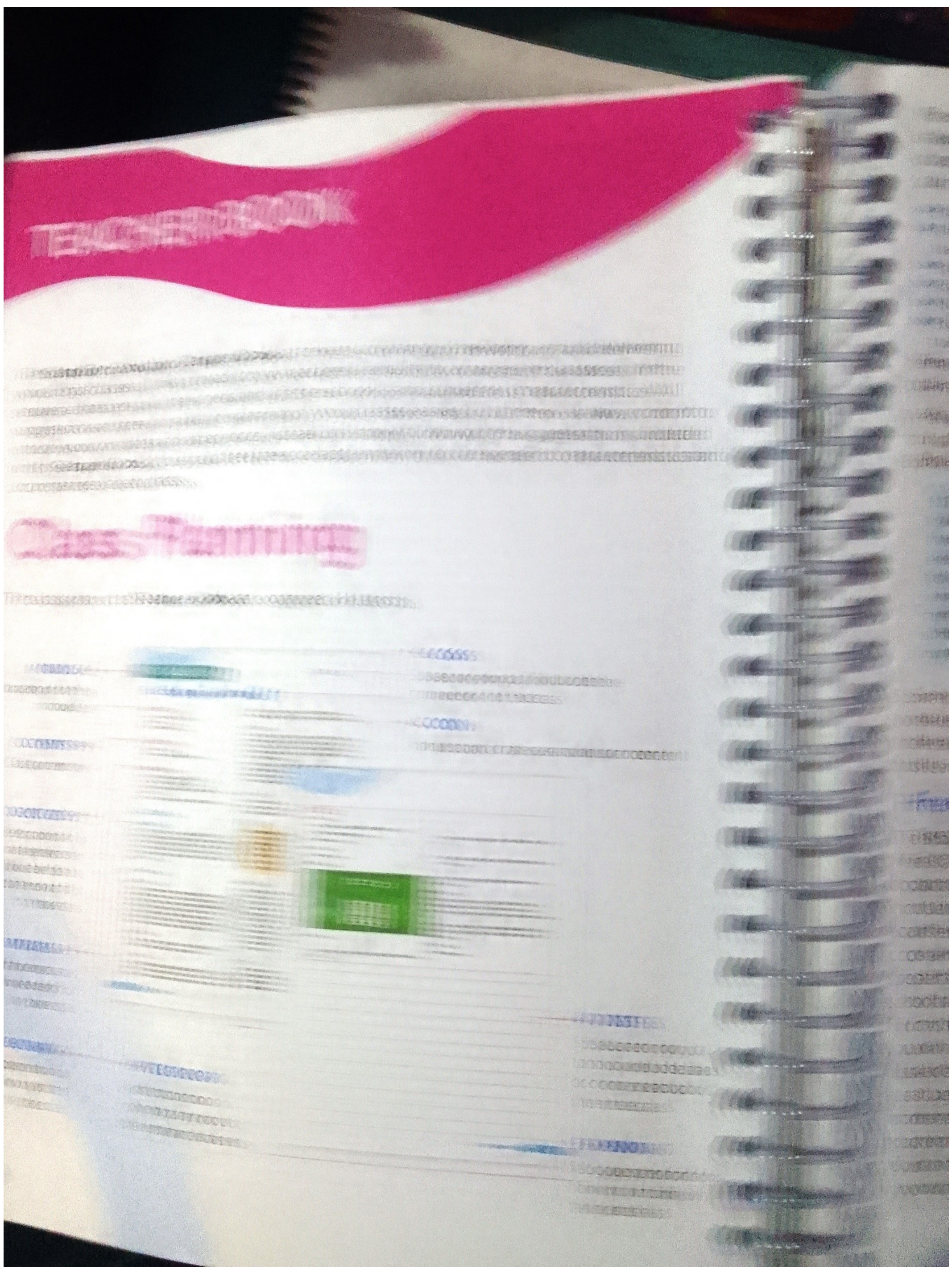
SECOND SEMESTER

THIRD TRIMESTER

FOURTH BIMESTER

Class 136	SPEAKING, Unit 7 • News Reporter
Class 137	CLIL, Unit 7 • Is It Hazardous or Not?
Class 138	STEAM, Unit 7 • Sound Effects
Class 139	EXAM PRACTICE, Unit 7
Class 140	FREE CLASS
Class 141	STEAM PROJECT, Homemade Projector Challenge Part 1
Class 142	STEAM PROJECT, Homemade Projector Challenge Part 2
Class 143	STEAM PROJECT, Homemade Projector Challenge Part 3
Class 144	STEAM PROJECT, Homemade Projector Challenge Part 4
Class 145	MUSIC, Verb Tenses in a Song
Class 146	UNIT 8, Lesson 1 Part 1
Class 147	UNIT 8, Lesson 1 Part 2
Class 148	UNIT 8, Lesson 2 Part 1
Class 149	UNIT 8, Lesson 2 Part 2
Class 150	UNIT 8, Lesson 3
Class 151	UNIT 8, Lesson 4 Part 1
Class 152	UNIT 8, Lesson 4 Part 2
Class 153	GRAMMAR, Unit 8 • Verb Tenses Review
Class 154	LISTENING, Unit 8 • How the Internet Changed Our Lives
Class 155	SPEAKING, Unit 8 • The Past and Future of Communication
Class 156	SPEAKING, Unit 8 • Screens
Class 157	CLIL, Unit 8 • How Did We Communicate in the Past?
Class 158	STEAM, Unit 8 • Upcycling
Class 159	SOCIAL-EMOTIONAL LEARNING, Unit 8 • Stalking
Class 160	REVIEW, Units 7-8
Class 161	ASSESSMENT, Units 7-8
Class 162	EXAM PRACTICE, Unit 8
Class 163	FREE CLASS
Class 164	READER, <i>Robinson Crusoe</i> Part 1
Class 165	READER, <i>Robinson Crusoe</i> Part 2
Class 166	READER, <i>Robinson Crusoe</i> Part 3
Class 167	READER, <i>Robinson Crusoe</i> Part 4
Class 168	READER, <i>Robinson Crusoe</i> Part 5
Class 169	FREE CLASS
Class 170	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 1
Class 171	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 2
Class 172	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 3
Class 173	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 4
Class 174	STANDFOR PROJECT, <i>From the Stone to the Internet</i> Part 5
Class 175	GAME, Mystery Investigation
Class 176	DIGITAL SCIENCE, Plant Vascular System Part 1
Class 177	DIGITAL SCIENCE, Plant Vascular System Part 2
Class 178	DIGITAL SCIENCE, Gas Exchange in Plants
Class 179	FREE CLASS
Class 180	STANDFOR SERVICES

9+H



- It provides a framework or "road map" for your lesson.
- It helps you think through and rehearse the teaching process.
- It provides a sense of security.
- It determines the sequence and timing of activities.
- It helps you realize your principles and beliefs.
- It provides you with a record of what has been taught. (p. 37)

After each class, reflect on how it went in order to plan the ones that follow. Richards and Bohlke (2011) suggest some questions for this:

1. Did my students enjoy the lesson? 2. Were there sufficient activities to engage my students throughout the lesson? 3. Which aspects of my lesson were the most successful? Which were the least successful? 4. Did I manage to achieve what I set out to teach? Were my objectives met? What evidence do I have for this? 5. What difficulties did my lesson pose? 6. Will I teach my lesson in the same way next time? (p. 41)

Free Classes

The **StandFor Evolution** program includes Free Classes to give you flexibility and the opportunity to include your own activities or to cope with the specifics of your school's calendar. For this reason, you will find blank class plans at suggested moments in the program so that you can make your own plan.

FREE CLASS	CLASS
Contexts <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	Developing <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Objectives <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Materials <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Style Plan Beginning <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

In Advance

Reminders of what needs to be prepared or organized ahead of time for that class

51 Words

Tips about the use of information technology in the classroom

第 10 章

General suggestions on language, teaching skills, helping students, self-evaluation, and other relevant advice.

Extra Activity

Suggestions of activities to complement the class. These are optional

Go Further

Suggestions of texts, books, videos, websites, etc. to give you more information on the topic of the class.

Language Variation

Additional information about language variation. This has been designed to help you broaden students' awareness of why English can be considered a lingua franca nowadays, a language that belongs to people from different parts of the world. The texts included in **StandFor Evolution** reflect this huge variety of English speakers.

Fine-tuning

There are times when the lesson must be more finely tuned for the group of students or time available for the lesson. This box may offer suggestions of how to deal with fast-finishers or how an activity may be better differentiated in order to cater to students who have more difficulty, giving them more time and a better opportunity to understand and acquire that specific content.

Classroom Management

Tips on how to deal with typical classroom situations.

Audio Script

A transcription of the audio. The track number is given as a title.

The following icons appear near the title of the class whenever there is cross-curricular content. The same icons are used in the **Student Handbook**.



Language



Arts



Science



Math



Physical Education



Geography



History



167



Music

PEDAGOGICAL APPROACH

The job of an English teacher has changed immensely in the past decade. We have been dealing with students who are far more connected with what happens around them and who have more and more exposure to English thanks to easier and quicker access to the internet and various podcasts, tutorials, and streaming services.

Working with students whose ages range from 11 to 14 will certainly demand a huge effort to keep them focused and engaged in class. Unless, of course, we look at students as active agents of their own learning. This is at the core of the pedagogical reasoning that guides this collection. "Protagonism" and "engagement" are key words, and you will certainly notice this as you begin working with the material we have so carefully prepared.

When looking up the meaning of the word "protagonism," we are almost immediately referred to the noun "protagonist": the actions and qualities of a protagonist. Protagonists are closely related to the development of a given situation – they are the main character in a play, movie, or novel. They are the leading or principal figure. But a classroom is definitely not a work of fiction. How, then, can we deal with more than 10, 20, or 30 protagonists in a classroom? What kind of learning environment must we provide in order to have students take the lead? Which approaches, projects, and activities will be more conducive to the active and motivating engagement of learners?

Here are some of the concepts we have turned to in order to address the challenge of finding possible solutions for such powerful driving questions.

Relevance of Themes and Topics

The main topics, explored in the units through engaging oral and written texts as well as questions and prompts in boxes such as **Think Tank** and **SEL**, aim to encourage a more critical approach to the issues in question. The topics selected include diversity, the environment, technology, arts, literature, society, and communication, among others. By and large, besides lending themselves to the constant development of English learning and bringing the knowledge produced in the world closer to the students, these topics provide students with opportunities to put into practice essential cognitive and social aspects such as critical thinking, reflections on citizenship, and greater awareness of social and emotional abilities.

Multiliteracies and Multimodality

Living in a multimodal world and being constantly surrounded by diverse modes of communication, which include verbal and non-verbal texts, ads, articles, songs, music, videos, animations, paintings, signs, and colors, students will benefit from the focus given to multimodality in **StandFor Evolution Lower Secondary**. This collection acts, in many ways, as a springboard to the analysis and exploration of different text genres and types of language, such as images, oral and written texts, design elements, and other multimodal features to which we are continuously exposed.

The concept of multiliteracy was coined in the 90s by the New London Group, a group of researchers that included linguists and educators. If at first the original focus of literacy was basically reading and writing, multiliteracy expanded that to the development of learners' comprehension of multimodal texts as well as empowering them as producers of such texts.

Starting from the question "What is appropriate for all (students) in the context of the ever more critical factors of local diversity and global connectedness?", two multiplicities have been incorporated into the concept of multiliteracy by the New London Group:

>> The diversity and multiplicity of languages and media;

>> The diversity and multiplicity of local culture characteristic of local populations, as opposed to global culture.

The pedagogical approach of multiliteracies brings diversity of cultural, linguistic, technological, and communicative aspects to the classroom. Also, it situates the students' personal experiences and their previous knowledge as key elements in their learning process. This approach provides students with the possibility of a practical transformation as they are encouraged to apply what they have learned so far in their life. This way, as learners come into contact with a great variety of text genres and activities that promote new relations and dialogs in their life, that old image of a student's brain being an empty receptacle becomes even more obsolete.

More than mere consumers of shared knowledge, students are encouraged to appreciate diversity and develop their skills so they can participate and cooperate more democratically in this multimodal world through the use of new technologies.

The verbal and non-verbal texts included in this collection aim to represent a wide range of communities that use English to communicate, not only the ones that use English as a mother tongue or second language. Our objective here is to promote intercultural learning and raise awareness of the many different variants of English. These are important components of multiliteracies.

Digital Literacy

As we want a book that also engages students through the language used on the internet and social media, another key feature in this program is its digital component. The collection has been developed with an eye to connecting students to the challenges we face in our digital era. According to the ALA (American Library Association), "digital literacy" is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (Heitin, 2019).

We go along with this definition and believe that even though students were born in the Digital Era, they need room to develop the skills and strategies that will allow them to become digital citizens. An effort has been made to provide students with tools and activities that will more closely connect them to the digital era they live in and, as we have seen, this goes beyond naively accessing publications on the internet.

Hiller Spires, professor of Education and Technology at the University of North Carolina, considers three main points in digital literacy:

>> Finding and consuming digital content;

>> Communicating or sharing this content.

>> Creating digital content;

In other words, digital literacy is closely related to the students' ability to search for, evaluate, and produce content on different digital platforms. Not far from the concept of multiliteracy and critical thinking, digital literacy is gaining more and more importance in education for the role it plays in this learning stage of students.

We believe we can contribute to this learning by providing activities that encourage the critical use and production of digital content, digital interaction, and game-based learning. This will occur through the design and use of digital content through apps, the internet, videos, and social network.

English as a Lingua Franca (ELF)

Looking at English as a lingua franca – a language which allows people from across the globe and diverse language backgrounds to have access to what is being internationally produced in

terms of cultural, academic, and scientific knowledge – and, at the same time, a language that enables us to communicate with one another even when our first or second languages are very different, provides us with the understanding and respect for the diversity we live in.

Considering the teaching and learning of English as creating common ground for appreciating other points of view may represent an invaluable experience for those of us who believe we have a role in the social, cognitive, and affective development of students. In short, enabling students to use English as a resource for their comprehension and active participation in a world that has been communicating more and more intensely in this language is undoubtedly a privilege.

This collection is permeated by the concept of ELF. This is clearly seen in the selection of texts, audio, and images from a variety of communities across the globe that communicate in English, and not only the ones that have English as mother tongue (L1) or those where English is a language of prestige. Whenever relevant, we will point out some variants in the use of English. Finally, although we do encourage and promote the use of English in class whenever possible, the use of students' first language doesn't have to be frowned upon or avoided at all costs. After all, they may resort to it in order to establish new connections between both languages.

Critical Thinking

Critical thinking appears in different ways in ELT (English Language Teaching). In this collection, it will be reflected not only in the choice of topics that lead to reflection, but it will also be developed in activities that promote the abilities of synthesizing, analyzing, reasoning, understanding, applying, creating, and evaluating, which are elements of high-order thinking skills. These skills will be approached in the **Think Tank** box in particular.

These are the areas of critical thinking which will be explored in the collection:

- | | | |
|-------------------------|----------------------------|---------------------|
| >> Analyzing; | >> Predicting; | >> Curiosity; |
| >> Applying standards; | >> Transforming knowledge; | >> Evaluation; |
| >> Discriminating; | >> Identifying biases; | >> Self-regulation; |
| >> Information seeking; | >> Inference; | >> Interpretation; |
| >> Logical reasoning; | >> Determining relevance; | >> Explanation. |

CLIL & STEAM

Another good vehicle for the development of critical thinking skills in this collection is the presence of two CLIL (Content and Language Integrated Learning) and two STEAM (Science, Technology, Engineering, Arts, and Math) projects in each Handbook. These projects are clearly sequenced, foment interdisciplinarity, and allow students to work collaboratively in a group. Students are encouraged to use their creativity, considering different possibilities to answer a question or face a challenge, and to put different abilities, previous knowledge, and special talents into practice in order to reach a final common goal.

While CLIL consists of teaching both content and language, it also creates the conditions for the development of other cognitive skills, such as problem-solving, planning, and decision-making. In other words, students may be encouraged to do some research on a specific topic to learn more about it (content), English may be used as a tool to gather and communicate new information and achievement of a final goal (language skills), and students may be deciding together how to best communicate their findings in an infographic (cognitive skills), all of which occur in an integrated way. To encourage critical thinking, you may ask students some questions as they are developing their work, such as "what are your sources?" and "what other ways are there of accomplishing this?"

STEAM is an integrated approach that presents students with a challenge that may appear to have little to do with what they know or have done so far in class. Facing this challenge,

though – and this is the power of STEAM – will require them to come up with hypotheses, take risks, gather all their resources and skills in order to satisfactorily produce something they've probably never done before, discuss different solutions to meet the challenge, and evaluate the result they've achieved as a group. Leading questions such as "what do you need to begin this project?" and "have you considered other possibilities?" may also be asked in order to foster students' critical thinking.

Learner- and Learning-Centered Approach

In **StandFor Evolution**, the focus is on the students' development and experience, which is a fundamental aspect of language learning. However, Cameron (2001) argues that due to the diverse linguistic, psychological, and social development of learners, it is vital to adopt a learning-centered perspective, in the sense that keeping the learning objectives in mind is crucial to reaching success in the classroom. In this sense, "knowledge about [...] learning is seen as central to effective teaching" (*ibid.*, p. 1).

StandFor Evolution offers several opportunities for students to learn through experiments, collaboration, observation, and hands-on activities. Teachers are provided with suggestions to help students achieve their potential.

Social Constructivism and Zone of Proximal Development (ZPD)

Lev Vygotsky's social constructivist theory emphasizes the importance of social interaction in the development of cognition. In this sense, knowledge is constructed through the relationship between people. According to Vygotsky, the cognitive development in children occurs first on the social level (between people) and then on the individual level (within the child).

Since language plays a central role in human interactions, language is central in Vygotsky's theory. The idea is that learners use language first to communicate and interact with others and "this is the prerequisite for their being able to later internalize what was said as knowledge or competence" (Dalton-Puffer, p. 9). Therefore, teachers are seen as a guide and a facilitator of the learning process.

The concept of Zone of Proximal Development (ZPD) (Vygotsky, 1978) is fundamental in Vygotsky's theory. It refers to the tasks a child is able to do with support from others, that is, the tasks that are in a "process of maturation [...] functions that will mature tomorrow but are currently in embryonic state" (*ibid.*, p. 86). Therefore, what children are not able to achieve today on their own, they will become able to accomplish with scaffolding and support. According to Tomlinson et al. (2003):

The teacher's job is to push the child into his or her zone of proximal development, coach for success with a task slightly more complex than the child can manage alone, and, thus, push forward the area of independence. It is through repetition of such cycles that learners grasp new ideas, master new skills, and become increasingly independent thinkers and problem solvers. (p. 126)

Therefore, **StandFor Evolution** provides different activities for teachers to scaffold learning, in which students are invited to collaborate with other to become active critical learners. While learning the new language, they are challenged to discuss topics of social interest, aiming to raise their awareness in the process of becoming conscious, empathetic, and critical citizens.

Social and Emotional Learning

Many studies have discussed and proven that developing social and emotional skills in school is fundamental for students to become happy and successful adults. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL):

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, n.d.)

They have identified five core competencies in SEL that can be helpful for teachers when planning and applying them in their lessons. These are:

- >> **Self-awareness:** the ability to recognize our feelings, strengths, and limitations, being optimistic and confident.
- >> **Self-management:** the ability to manage stress, control impulses, and become motivated.
- >> **Social awareness:** the ability to develop empathy towards people from the same and different cultural backgrounds.
- >> **Relationship skills:** the ability to communicate clearly, listen carefully, and cooperate.
- >> **Responsible decision-making:** the ability to make positive and constructive choices in individual lives and social interactions.

In addition to considering the CASEL framework when choosing the competences and developing SEL, we also have drawn upon Social and Emotional Skills as described by the Organisation for Economic Co-operation and Development (OECD, n.d.). As explained by this organization:

'Social and emotional skills' refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. (OECD, n.d., p. 4)

In 2017, the OECD launched a study on social and emotional skills, which draws on the Big Five model — a well-established framework for social and emotional learning —, and included other "compound skills" (OECD, n.d., p. 5). The framework used by OECD can also be useful for teachers when addressing social and emotional skills with their students, and it is summarized ahead:

Domains	Skills
Task performance	achievement orientation, responsibility, self-control, persistence
Emotion regulation	stress resistance, optimism, emotional control
Collaboration	empathy, trust, cooperation
Open-mindedness	curiosity, tolerance, creativity
Engagement with others	sociability, assertiveness, energy
Compound skills	self-efficacy, critical thinking/independence, self-reflection/meta-cognition

It is worth mentioning that the social and emotional skills addressed throughout the series are also in line with the General Competencies established in the BNCC. These General Competencies includes, among others: collaborating to building a fair, democratic, and inclusive society; being curious about the world; proposing solutions; being sensible (value different artistic manifestations); valuing diversity in various aspects; expressing ideas clearly, being ethical regarding oneself, others and the planet; developing self-consciousness and self-criticism; managing frustrations; developing empathy, dialogue, and conflict resolution; being responsible individually and collectively.

The whole process should be evaluated in order to obtain significant, valid, and reliable data. So, apart from the content of the course, we need to evaluate:

- >> The children: their participation in activities, their interest in carrying out activities, their attitude towards their classmates, their work, such as drawings, take home pages ...
- >> The teacher: their pedagogical practices, classroom techniques, materials used in the classroom, their attitude towards the children.

Project Based Learning (PBL)

Project Based Learning (PBL) is a set of step-by-step interactive educational project scenarios to support teachers with professional methodology and IT tools in practice. The projects in **StandFor Evolution** help students shape 21st century skills, and provide teachers with lifetime skills.

Each project in the program covers important core curriculum topics and also provides teachers with a large number of instructions and inspiration for how to deal with difficult classroom situations and how to promote pro-environmental behavior, as well as offering a vast number of team-building tips, methods and integration play ideas. It consists of essential and tailored interactive resources (films, schemas, educational posters, simulations, and interactive activities).

PBL provides real-life examples to help teachers imagine each step of the project and help students understand their challenges. There are numerous additional editable materials to help teachers complete projects and teaching documentation faster and more easily.

PBL offers core curriculum alignment and a cross-curriculum approach. It presents an interdisciplinary approach, combining traditional classroom knowledge with real-world expertise and skills (teamwork, critical thinking, communication, decision making, etc.)

Benefits of project-based learning for students:

- >> **Greater control over what and how they learn** – teachers set parameters for each project and students are free to propose their own ideas.
- >> **A sense of educational ownership** – since they have greater control over what and how they learn, students often feel more invested and responsible for their work. Project-based learning also makes it easier for students to learn at a pace that is comfortable for them.
- >> **Acquisition of complex, real-world skills** – project-based learning teaches students about teamwork, critical thinking, communication, decision-making, time management, public speaking, organization, social behavior, and more.
- >> **An audience with their teachers** – the traditional classroom lecture model is all about listening. The teacher lectures and students absorb. The key advantage of project-based learning is that each student has more one-on-one time with their instructors to ask questions and share ideas.
- >> **Hands-on, "fun" learning** – project-based learning requires a level of participation not seen in the traditional classroom, giving students a higher level of stimulation and a greater role in the educational process.
- >> **Project portfolios that go beyond paper** – whether it is made up of videos, products, photographs, multimedia presentations, books, gadgets, or even paper, project portfolios are the end result of project-based learning. Students can easily show off their hard work.

Benefits of project-based learning for teachers:

- >> **Greater student interaction** – traditional classroom learning involves the teacher more or less speaking to his or her students, with little interaction other than asking or answering a periodic question. Project-based learning puts the teacher into more of a facilitator role that allows for greater dialogue with each individual student.
- >> **Insight into student motivators** – with each project, teachers receive a glimpse into the interests, passions and motivators of their students. Everything about a project gives teachers crucial information about the learning habits of their classes.
- >> **No longer an army of one** – the assessment process in a project-based learning setting usually involves more than just the opinion of the teacher. It often engages other instructors, and even students' peers.
- >> **Going beyond the classroom** – another benefit of project-based learning is the ability to draw in resources from the entire school and even the community. Learning is conducted on a more boundaryless scale, giving teachers an even greater pool of assets to work with.

Intensive and Extensive Reading

One of the primary purposes of using graded readers with language learners is to promote the habit of reading outside of the classroom for sheer pleasure. In addition, fostering the habit of reading brings countless benefits to the language classroom and student learning, as it promotes better fluency, increases vocabulary acquisition and improves students' confidence, just to name a

few. At the same time, an extensive reading program can also be adjusted to classroom purposes in order to introduce reading strategies of comprehension, further practice of new vocabulary, and even controlled oral practice of grammatical structures. In short, graded readers can be perfectly used for intensive reading practices. However, it is very important to find a balance between the two approaches. After all, we do not want our students to get bored and tired of reading, and we especially want to avoid the feeling that taking a book home means simply extending the very same tasks they do in the classroom. If we want this balance to work, we must first understand the concepts behind Intensive and Extensive Reading, as well as what each involves in terms of our role as teachers. Our ultimate goal is to provide opportunities to fully explore each story so that students experience reading as it is meant to be: meaningful and unforgettable.

Nation (2009, p. 25-60) makes a very important point when he defines reading as both a "source of learning and a source of enjoyment." When we think about language teaching, it is usually the learning-through-reading approach that takes place in the classroom (intensive reading). Enjoyment and pleasure from reading can also happen in the classroom when teachers include an extensive reading (ER) program. Such a program includes practices like bringing readers into the classroom, encouraging students to take books home, and preparing lessons in which they have the opportunity to discuss and present their ideas about the stories. Nation also states that ER in a language program has to do with both meaning-focused input and fluency development, depending on the level of the book and the learner. It differs from intensive reading (IR) in terms of purpose, as IR aims to teach language and vocabulary by providing students with texts that convey form-focused content. Therefore, through reading students learn new words and structures and explore the formal aspects of a text. In other words, IR is what we do in our English classes by using texts from course books and materials designed to teach the language. ER, on the other hand, aims to develop the fluency students need in order to be able to read materials of their choice for pleasure.

According to Day and Bamford (2004), some important ER features include:

- >> a good quantity of books: the more the better;
- >> focus on fluency, not on language features;
- >> very small number of unknown words: the book should be at the student's language level;
- >> use of enjoyable and relevant titles;
- >> independence: students read silently and individually.

Having stated the differences between the two approaches, we might wonder how it is possible to practice the principles of ER with learners who are just beginning their adventures in a second language. In fact, it can be quite a challenge to use graded readers exactly the way an ER program should work. And the reason is simple: neither the language needed to perform such a task, nor the skills necessary to be a fluent reader have been mastered yet. In addition, not only does reading consist of the recoding and recognition of letters and words, it also involves making connections between the reader's knowledge of the world and the content of the text. In this case, ER serves mostly the purpose of exposing learners to books which are enjoyable, and it makes room for the exploration of many other aspects of learning a language simply by presenting students with a broad range of activities and projects based on the topic of the book. Another reason to adjust the expectations of ER is that, although ideally the books should be as close as possible to the learner's current language level and lexical knowledge, reality shows that it is virtually impossible to reach every student's language level without making it too easy for some and too difficult for others. That is why our aim is to engage students in the habit of reading for pleasure while at the same time developing language and expanding the topics of

the book by embracing a broader view of learning, which includes cross-curricular features and further work on values embedded in the stories.

We hope that, by reading two books per year with the guided help of the teacher, students will be able to develop their language at the same time that they embrace the habit of reading for fun. Therefore, our job as teachers is to provide students with the tools and resources they will need to make their experience closer to what ER should be like: meaning-focused, independent, and fun. In order to make this happen, it is important to select a variety of titles that present different topics, which will in turn be expanded to other discussions and projects, where students will be able to apply the language they are learning, produce relevant content, and master more and more complex skills necessary to be autonomous and successful readers.

Assessment

It goes without saying that one of the main purposes of having several evaluation instruments during a course is to allow both students and teacher to assess what has been learned within a certain period of time and what needs to be worked on further. Evaluation should always be viewed as a learning tool as it arguably enables both learners and teachers to redirect their efforts in order to move on with their learning/teaching process.

Bearing this in mind, it's always important to share with students, in advance, what is expected from them and what they can do to meet the given expectations. By doing this, in addition to making the learning objectives clearer, your feedback on students' performance will certainly make more sense to them.

Most authors divide assessment into two types: **summative** and **formative**.

Formative assessment helps teachers identify students' progress and/or difficulties. It should happen throughout the school year with the intention of checking if students are reaching the proposed objectives. In formative assessment, students become more aware of their strengths and weaknesses and should be encouraged to keep studying to reach the learning objectives. In this context, teachers have to support students and show them how they can improve. Feedback, therefore, is very important in this process. Some common instruments in this kind of assessment are: observations, self-assessment, activities and exercises in the classroom, group work, student's participation in class, portfolios, activities assigned for homework, tasks created by students themselves, etc.

Price (2010) describes **summative assessment** as a method to "measure the level of skills and knowledge that the learner has achieved while undertaking the course, and is typically designed to generate a grade or level that reflects the learner's knowledge and understanding against a set criteria that defines particular levels of achievement." Formal tests with open questions or multiple-choice exercises are the most frequently used instrument in this kind of assessment.

In **StandFor Evolution**, you will find opportunities to do both kinds of assessment. There are some classes reserved for summative assessment, and formative assessment should be carried out over the program in all classes and activities proposed. It is desirable that teachers use different instruments to assess students, varying the way assessment happens.

Remember that at the beginning of each unit, students will find a list of objectives. Whenever relevant, invite them to look at the items listed, analyze their own performance, and talk about their needs and strengths in small groups. You may take this opportunity to invite them to look more critically at the activities related to one or two of the objectives, both in the unit and in the **Workbook**, and then create an assessment activity to be answered by their partners. Working on evaluation instruments collaboratively will encourage students to clarify any questions they might have and will certainly motivate them to become protagonists in their own learning process.

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>> STEP-BY-STEP INSTRUCTIONS

WELCOME

Lesson 1

WHO WANTS 6 STICK STICKERS!
CLASS

Contents

- » Personality adjectives
- » Zero conditional
- » Leader adjectives
- » Giving advice
- » Determiners and quantifiers

Objectives

- » Review personality adjectives
- » Review leader adjectives
- » Review expressions to give advice
- » Review the zero conditional
- » Review determiners and quantifiers

Materials

- » Student Handbook, pages 6-8
- » Audio track
- » A dictionary

Class Plan

Beginning

Ask students to form small groups and talk about a friend or someone in their family that they like a lot but have not seen recently. Write the following prompts on the board: "personality," "a piece of advice you would give them," "something you have decided to do together." When students have had enough time to talk about the person who they like, ask them to find three things in common and three big differences about the people the group talked about.

Developing

Personality adjectives

Activity 1

In pairs, ask students to brainstorm vocabulary to describe personality. Write some of the adjectives suggested on the board and elicit different social situations, such as a party or school break, that clearly show someone has that personality trait. For instance, if "friendly" is one of the adjectives, ask students how it is possible to know someone is friendly in different situations (the person talks to

different people, he or she feels comfortable meeting new people, etc.).

Audio Script • Track 2

James is a very approachable boy! He is friendly, sociable, outgoing, and a great listener, too. Ayako is a confident girl. She is a reserved, private person and a little quiet. She gets a bit unfriendly when she is upset with something.

Zero conditional

Activity 2

Ask students to read the beginning of the sentences and complete them individually. Invite some volunteers to share their answers and elicit when to use the zero conditional (to talk about real or possible events in the present time and to talk about scientific or general facts) and the verb tense used (the simple present in both clauses).

Leader adjectives

Activity 3

Ask students to work in pairs or trios and, if you find it appropriate, encourage them to use a dictionary to complete the table.

Giving advice

Activity 4

Invite students to look at the illustration and challenge a classmate to find something or someone in the image. They may use the phrase "I spy with my little eye [a pencil]." Next, ask students to come up with different pieces of advice they could give Ayako.

Determiners & quantifiers

Activity 5

Write the words "any," "some," "many," "much," "few," and "little" on the board. Explain to students they are going to take a quick informal grammar quiz and ask them the questions below. Students may tap on the desk when they know the answer.

941

› What do we use to talk about the quantity or amount of something? (Many, much, few, or little.)

› Which ones are used only with countable nouns? (Many and few.)

› Which ones are used only with uncountable nouns? (Much and little.)

› Are **much** and **many** more frequently used in affirmative, negative or interrogative sentences? (Negative and interrogative sentences.)

› How about **few** and **little**? (They are used in affirmative, negative and interrogative sentences.)

› Are **any** and **some** used only with countable nouns? (No, they are used both with countable and uncountable nouns.)

› Is **any** ever used in affirmative sentences? (No, only in negative and interrogative sentences.)

› When do we use **some** in the interrogative? (When we are offering something or making a request.)

Ending

In groups of three, each student describes a problem and the other two will give advice. Write the following prompts on the board:

› If I were you, I would

› I have some suggestions for you. First, ...

› I think you should

› You could

› You can try

Answers

Activity 1

a) approachable; b) friendly; c) sociable; d) outgoing; e) great listener; f) confident; g) reserved; h) private; i) quiet; j) unfriendly

Activity 2

Personal answers.

Activity 3

Nouns	Adjectives
commitment	committed
communication	communicative
confidence	confident
creativity	creative
decision	decisive
empathy	empathetic
honesty	honest
innovation	innovative
inspiration	inspirational
passion	passionate
support	supportive
trust	trustworthy

Activity 4

Personal answers.

Activity 5

a) **Chloe**: I have some free time tomorrow. Do you want to go to the movie theater?

Ayako: I don't have much money at the moment, so I can't.

Chloe: Okay, let's hang out at home instead. There are lots of good shows streaming we could watch.

Ayako: Sounds good!

b) **Ayako**: Do you have any paper clips?

James: Yes, I have a few. Here you go.

Ayako: There are only two, that's too few. I need a few more.

James: Ok, here are some more.

WELCOME

Lesson 2

Contents

- » **Have** vs. **must**
- » **Will**: promises, offers, and decisions
- » Food
- » Indefinite pronouns
- » First conditional

Objectives

- » Review **have** vs. **must**
- » Review **will**: promises, offers, and decisions
- » Review indefinite pronouns
- » Review the first conditional

Materials

- » Student Handbook, pages 9-11, 163

Class Plan

Beginning

Elicit what students learned in the previous class and write their contributions (see bullet points with the content below) on the board. Ask volunteers to give a brief explanation or make a sample sentence for each.

- » zero conditional;
- » leader adjectives;
- » giving advice;
- » determiners and quantifiers.

Developing

Have vs. must

Activity 6

Elicit the situations when we use **have** and **must** to express obligations and ask students what the difference is between **mustn't** (it expresses prohibition) and **don't have to** (it expresses absence of obligation).

Food

Activity 8

Ask students to look at the activity and talk in pairs about whether their food likes and dislikes are similar to Chloe's, or if there are types of food they do not like. Instruct students to get the stickers from the back of the book and allow them some time to complete the activity.

Indefinite pronouns

Activity 9

After checking students' answers, ask them to create a comic strip using two of the indefinite pronouns. To add an element of fun, their comic strips may have a common context, such as "A Typical Day at School."

Ending

Ask students what part of the Welcome Unit they considered to be the most helpful, and why. Also, ask which of the parts they feel they would like to practice more.

Answers









Activity 6

Personal answers.

Activity 7

- a) I'll help Ayako move house. (O)
- b) I'll help Chloe with her homework. (O)
- c) I'll do my homework tomorrow. (P)
- d) I'll go to the dentist on Thursday. (P)
- e) I'll open the window. (D)
- f) I'll text James later. (D)

Activity 8

a) brownie 	b) juice 	c) beef 	d) yogurt 
e) milk 	f) pear 	g) broccoli 	h) eggplant 

Activity 9

- a) anybody/anyone
- b) anything
- c) no one/nobody/somebody/someone
- d) Everybody/Everyone/No one/Nobody
- e) Nothing/Everything
- f) something/nothing

Activity 10

- a) will feel; b) is; c) ask; d) he'll go; e) will, work; f) will win, score

Lesson 1

Contents

- » Fables
- » Cognitive dissonance
- » Countable and uncountable nouns

Objectives

- » Read a fable to check predictions and for main details
- » Understand and practice countable and uncountable nouns

Materials

- » Student Handbook, pages 14-15, 169
- » A song
- » A dictionary
- » Pieces of paper

Class Plan

Beginning

Ask students to write four things about themselves: three true things, and one lie. When they have written the sentences, play a song and ask them to mingle. Each time you pause the song, they say their sentences to a new classmate. To encourage them to think of a lie which is not too obvious, tell them the winner will be the person who fools most classmates.

Developing

Activity 1

Write "The Great Wall of China," "our brain," "our senses (smell, taste, etc.)," and "sleepwalking" on the board and ask students to discuss with a classmate what they know about each one. After a few minutes, tell students to do the activity individually.

Activity 2

After students compare their answers in activity 1, tell them that, although they may have heard these facts repeated many times, all the statements are incorrect. You may share the information below with them or point them to <http://ftd.li/33v24f>.

- » The Great Wall of China is really long, over 1,500 miles, but not big enough to be seen from space. What can be seen from space are smaller things, such as city lights.
- » Research using brain images has shown that almost all of our brain is used each day.

- » Scientists claim that human beings have more than the five senses, and not only touch, smell, sight, taste, and hearing. Among these other senses are hunger, pain, sense of balance, and sense of acceleration.
- » Waking up someone who is sleepwalking may cause momentary confusion, but it is not actually dangerous.

Activity 3

Allow students some time to discuss their opinions and encourage them to use the myths in activity 1 and others they know as examples to base their argument on. Elicit some of the reasons they suggest and, if relevant, mention the quote "Repeat a lie often enough and it becomes the truth," attributed to Joseph Goebbels, the minister of propaganda for the Nazi party. Generally speaking, this technique of repeating something until it sounds true is used by advertisers and politicians.

Tip

If you want to know more about psychological factors that lead us to believe what is not true, the article "How Liars Create the 'Illusion of Truth'" may be accessed at <https://ftd.li/m5jnvd>.

Activity 4

Elicit some characteristics of fables, such as the presence of talking animals as main characters, short length, direct speech, and a moral at the end. Next, ask students to put the pictures at the back of their books in the order they think is the correct one. Do not tell them the correct order, as this works as a pre-reading activity.

Think Tank

It might be interesting to ask students to carry out the discussion in pairs or small groups before they move on to activity 8. As students do so, walk around the classroom and encourage them to justify their opinions with examples from their own experience, or from movies and other stories.

Activity 8

Allow students some time to read the definition in the yellow box. If you find it appropriate, encourage them to use a dictionary to look up words they do not understand. Explain that the example given helps them

to enter information to test cognitive dissonance. When students get a part, ask them to begin by saying what they understood from the explanation.

To

If you want to learn more about cognitive dissonance, read the article "Cognitive Dissonance in Real Life: Examples and How We Feel" at nptel.org/lectures/psychology.

Activity 11

After checking student answers, highlight sentences which show the word time and television as both countable and uncountable. If necessary, highlight the difference between "It's important to have quality time with our family" and "How many times a week do you sit and chat with your family?"

EL Avoid Cognitive Dissonance

Ask students to read the list and give short individual oral answers to one, including how easy or difficult they find doing them in practice. Focus on them that experience conflicting thought, but, ideally, we should make an effort to resolve anything in our belief.

The ending

If you have a stronger group who are keen are prepared for a more challenging activity, play collective. Take on with the following words in the grid line, time, television, television, memory, memory, care, care, and coffee. They choose a word and make a sentence using the word the way it is. It might be useful to ensure they use the singular word as uncountable to avoid a range of errors.

Ending

Ask students to study the article "about cognitive dissonance" or EL for five minutes and then close their books. In pairs they write the tips on a piece of paper. If they must not get all six tips.

give them 30 seconds more to read them again and complete their list. Have them discuss the tips they would like to put into practice and justify their reasons.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Order of pictures: c, a, d, b.



Activity 5

Personal answers.

Activity 7

- Close the gates
- He jumped to try and reach them.
- He couldn't reach the gates.
- He changed his mind and decided the gates were actually shut.
- No, the fox changed his attitude because he couldn't get something he wanted.

Activity 8

Personal answers.

Activity 9

a) resources, b) data, c) reviews, d) information.

Activity 10

They are uncountable nouns so should not be pluralised.

Activity 11

a) C, b) C, c) B, d) C, e) B, f) D

UNIT 1

CLASS

Lesson 2 | Part 1

Contents

- » Speech bubbles
- » Socratic method

Objectives

- » Listen to a description of a class for main ideas
- » Listen to a conversation to check predictions and for main ideas
- » Talk about students' own opinions about engaging in discussions

Materials

- » Student Handbook, pages 16-17
- » Audio track

Class Plan

Beginning

Ask students to sit with a classmate and take turns asking each other *wh*-questions (who, where, what, when, why, how). Tell them that they do not have to answer the questions and set a time limit for them to come up with as many questions as possible. When time is up, ask each pair to choose one or two questions to ask you or a classmate.

Developing

Activity 2

Ask students what they know about Socrates and address them to the yellow box. Next, allow students some time to read and discuss the quotes.

Activity 4

Play the audio once so students can check their predictions. Then play it a second time and encourage them to take notes, as these will be helpful when they move on to activity 6.

Audio Script • Track 3

Pretty much what happens is you get in a big group of people and we start with a main idea or topic,

the teacher will ask a question and the group has to keep asking questions. You get to relate with other people and what they think about it too.

Nadworny, Elissa. "So Who Was Socrates, Anyway? Let's Ask Some Kids." NPR, October 30, 2014. <https://www.npr.org/sections/ed/2014/10/30/359361352/so-who-was-socrates-anyway-lets-ask-some-kids>. Excerpt from 1:12 to 1:33.

Tip

If you want to know more about a Socratic lesson and see one happening, the video "AVID Socratic Seminar" shows a teacher explaining what is about to happen in a lesson and a seminar taking place. To watch it, access <http://ftd.li/zcajbr>.

Activity 5

Take the opportunity to ask students some Socratic questions as they share their opinions. Here are some suggested questions: "What do you mean by...?", "Could you put that another way?", "Why do you think that?", "What other information do we need?", "Has your opinion been influenced by something or someone?"

Activity 6

Ask students to choose one of the topics and allow them a few minutes to write one or two questions about it. Instruct them to think of questions that allow room for opinions and sharing of information. When they are ready, begin the class by using one of these questions, depending on the topic chosen by the group: Is exercising an important thing to do at school?; Is studying alone better than studying in groups?; Is traveling harming our planet?; Is writing in English easier than speaking?

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

You get in a big group of people, you start with a

topic, the teacher asks a question, the group has to keep asking questions. You get to relate with other people and what they think about it.

Activity 5

Personal answers.

Activity 6

Personal answers.

STANDFOR PROJECT

Education in Athens | Part 1

Contents

- » Education in ancient Greece
- » Athens

Objectives

- » Know more about Athens
- » Compare education systems in ancient Greece

Materials

- » StandFor Project – Education in Athens portfolio
- » Student Handbook, page 16
- » A world map

Class Plan

Beginning

Have students open their Handbooks to page 16. Ask them "What do you know about Socrates?" Ask students to read the yellow box on the page and talk to your classmates about it. Then ask "What about Plato and Aristotle? Who were they?"

Show the world map to students. Elicit what they know about Athens and ask them if they can point at it on a map.

Tip

If possible, show students the video "Education in Ancient Greece": <http://ftd.li/ux69c7>. Elicit the differences between Athens, Sparta, and Alexandria.

Developing

#exploringthetopic

Activity 1

Ask students how they think the items are related to Athens. Get students in groups of three to discuss and take notes about it. Encourage them to tell their classmates what they have discussed in their groups.

Activity 2

Address students to the images showing ancient and modern-day Athens and ask them to compare and contrast them in pairs. Tell students to report back to the whole group what they have discussed in pairs.

Activity 3

Ask students to do the activity in pairs. Check as a group.

Ending

Address students to the K-W-L chart and tell them to complete the first two boxes.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

LISTENING

UNIT 1 • Conspiracy Theories

Contents

- » A video about conspiracy theories

Objectives

- » Prepare to listen by thinking about the topic
- » Demonstrate comprehension of general and specific information
- » React to the content of the audio/video and express opinion on the topic

Materials

- » Student Handbook, pages 236-237
- » Audio track or video

Class Plan

Beginning

Show students a picture or a poster of some movie or book on conspiracy, like *Angels and Demons* or *The Da Vinci Code*, both Dan Brown's novels, in which there are plots and conspiracy involving the Roman Catholic Church. Have students who know the book or movie tell the story. Draw their attention to the plots and ask what they think about it, if it is possible in real world and why it can be considered a conspiracy.

Give students a few minutes to discuss it in small groups before opening the discussion to the whole group.

Developing

Activity 1

Address students to the activity. Have them read the instruction and the questions individually. Check their comprehension of language and instructions. Allow students some minutes to think and discuss their ideas with a classmate. Then ask them to share their thoughts with the whole group.

Activity 2

Have students read the instructions, the statements, and the opinions individually. Make sure they understand what to do. Explain to students you will play the audio twice: a first time for them to just listen to it and a second time for them to underline the option they hear.

If possible, play the video "Why Are Conspiracy Theories So Popular? | Between The Lines," available at <https://ftd.li/houupp>. Have students check their answers in pairs, then check the answers with the whole group and write them on the board.

Activity 3

Have students read the instruction. Tell them you will play the audio for them to check true or false. Check the answers with the whole group and write them on the board.

Audio Script • Track 1.1

Narrator: And so, far from giving us control, conspiracy theories are dangerous because they strip us of our agency to act.

Professor Joseph Uscinski: So, one good example of this is vaccine conspiracy theories. So, when people start to believe in vaccine conspiracy theories, they are much less likely to get vaccinated or to have their children vaccinated.

And this can cause a problem because people will get sick with diseases that are easily preventable.

Narrator: And while we generally think of ...

Associate Professor Joan Miller: ... the sort of stereotype of someone who believes conspiracy theories is this crazy outlier.

Narrator: ... the opposite is true.

Assistant Professor Christina Farhart: These beliefs are actually really quite prevalent. There's some work that shows that about 50% of the US population believes at least one conspiracy theory.

Narrator: Which means conspiracy theories are part of who we are. Maybe that's not entirely bad.

Narrator: Because even when a conspiracy theory is proven false, it can still lead to the uncovering of truth.

Assistant Professor Christina Farhart: We want people to question political power. We want people to be aware of what's happening in current administrations and the political environment.

Narrator: And so, maybe instead of trying to fight conspiratorial thinking, we should be trying to better understand its root causes.

Professor Joseph Uscinski: Conspiracy theories are part of the human experience. They're always going to be with us, and there are always gonna be people accusing other people of conspiring against all of us.

Those theories could turn out to be true but most of the time they won't. So, a good thing to do is listen to our institutions that are designed to create and build knowledge for us.

Narrator: Or maybe, that's just what they want you to believe.

HuffPost. "Why Are Conspiracy Theories So Popular? | Between the Lines". YouTube. August 13, 2018. Accessed December 2, 2019. <https://www.youtube.com/watch?v=v1iD1ypnsWo>. Excerpts from 3:42 to 4:32, and from 4:43 to 5:33.

Activity 4

Encourage students to work in pairs or small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow them enough time to discuss their opinions. Walk around the classroom giving help, suggestions, and vocabulary.

Ending

Finish the class off by opening the discussion to the whole group. Encourage them to find out solutions or suggestions to deal with conspiracy theories.

Answers

Activity 1

Personal answers.

Activity 2

a) in one or more conspiracy theories; b) important investigations took place because of conspiracy theories; c) most of the time turn out to be false.

Activity 3

a) F; b) F; c) T; d) T

Activity 4

Personal answers.

UNIT 1

Lesson 2 | Part 2

Contents

- » Gerunds
- » The -ing sound
- » Socratic method

Objectives

- » Use gerunds appropriately
- » Practice the -ing sound
- » Participate in a discussion using the Socratic method

Materials

- » Student Handbook, page 17
- » Audio track

Class Plan

Beginning

Mimes. Divide students into two groups. Call a student from each group and whisper one of the following verbs: exercise, swim, write, travel, sing, and watch. They have 30 seconds to mime the verb for their group to guess. The group that guesses first and makes a correct sentence using the verb scores a point. Call two other students, one from each group and follow the same procedure, and so on.

Developing

Activity 8

Invite students to give more examples.

Activity 10

Ask students to pay attention to the final sound of the words they hear and ask if the last letter in each one is pronounced (no).

Audio Script • Track 4

exercising – swimming – write –
traveling – sing – watching

Activity 11

Explain to students that pronouncing the final letter might lead to misunderstandings. Ask them to say the words as close to the way they are pronounced in the audio as possible.

Activity 13

Explain to students they will have a more guided experience with the Socratic method and ask them to choose another topic from activity 6. Based on their choice, write the appropriate discussion question on the board.

Discussion 1

Is exercising an important thing to do at school?

Discussion 3

Is traveling harming our planet?

Discussion 2

Is studying alone better than studying in groups?

Discussion 4

Is writing in English easier than speaking?

Then follow the instructions below.

- » Give students one minute to consider, on their own, what their opinion is.
- » Ask students to write some notes with their thoughts and opinions on the subject.
- » If possible, seat students in a circle. If you have a large group, put them in two circles, one inside the other, all facing the center.
- » Ask a student to express their opinion. That student should ask a classmate what they think, and so on.
- » Interject with another question related to the topic when students run out of things to say, or go off topic. It may be a good idea to think of some related questions before the class. Some things you can ask could include complicating the situation, increasing the stakes, or personalizing the consequences ("What would you do if that happened to you?").

Ending

Ask students to evaluate the discussion by pointing out what was positive and what needs improvement when they work with the Socratic method again.

Answers

Activity 7

They are all nouns that end in -ing.

Activity 8

-ing, -ing

Activity 9

a) G; b) PP; c) PP; d) G; e) G;
f) G; g) PP; h) G

Activity 10

exercise	swim	write
exercising	swimming	writing
travel	sing	watch
traveling	singing	watching

Activity 12

a) 2; b) 4; c) 5; d) 1; e) 3

UNIT 1 • The Socratic Method

Contents

- » Fables and fairy tales
- » Socratic method
- » Modals: **may** and **might**

Objectives

- » Review and expand the language content from unit 1
- » Discuss a fable and apply the Socratic method
- » Practice how to argue
- » Practice using the modals **may** and **might**

Materials

- » Student Handbook, pages 253-254
- » Computer lab or devices with internet access (for research, optional)

Class Plan

Beginning

Ask students what fables or fairy tales they know. Ask them if they know the difference between a **fairy tale** and a **fable**. Listen to their ideas and write some key words on the board. If necessary, explain that although both are literary genres usually associated with children's literature, they are considered the same by many people. A **fable** usually has animals as characters, a moral story at the end, and can be for adults as well. A **fairy tale** is a story written for children, usually with magical characters. After a quick discussion, have them name some fables and fairy tales.

Go Further

You find more information about fairy tales and fables at the following links.

- » Kinooze, "How Are Fables Different from Fairytales?": <https://ftd.li/diaj85>;
- » Upen, "Difference Between Fable and Fairy Tale": <http://ftd.li/2y2jy8>.

Developing

Activity 1 – Preparation

Explore the book covers quickly and ask students if they can identify which ones are **fairy tales** and which ones are **fables**. You can explain that sometimes it is difficult to establish a clear classification. For instance, *Little Red*

Riding Hood, *The Three Little Pigs*, *Why the Cheetah's Cheeks Are Stained*, and *The Bamboo Cutter & the Moon Maiden* can be considered fairy tales, but they also try to teach a lesson and have a moral at the end. However, they were primarily created to entertain children.

Have students answer the questions individually. Open up a class discussion and write some of the students' ideas on the board. The proverb "Slow and steady wins the race" is from *The Tortoise and the Hare*.

Go Further

You can find more on *Why the Cheetah's Cheeks Are Stained*, and *The Bamboo Cutter & the Moon Maiden* at the following links.

- » CanTeach, "Why the Cheetah's Cheeks Are Stained (A Traditional Zulu Story)": <http://ftd.li/lymp8m4>;
- » Alicia Joy, "The Tale of the Bamboo Cutter, Japan's 10th-Century Sci-fi Folk Tale": <http://ftd.li/p6vsfe>.

Activity 2 – Interaction

Explain to students that they are going to practice the Socratic method in small groups. Have them read the instructions and answer any questions. They can research the stories to have more ideas for the discussion. You can also allow them a few minutes to prepare some questions to ask each other about a story. Elicit the lessons each story in activity 1 tries to teach and write them on the board.

- I. *The Tortoise and the Hare* – slow and steady wins the race;
- II. *The Three Little Pigs* – hard work and dedication pay off;
- III. *The Ant & the Grasshopper* – work today and you can reap the benefits tomorrow;
- IV. *Little Red Riding Hood* – not to trust strangers;
- V. *Why the Cheetah's Cheeks Are Stained* – cheating is wrong;
- VI. *The Bamboo Cutter & the Moon Maiden* – good actions bring a good return; evil actions bring problems;

Check if students have understood what they have to do. Go around the classroom to monitor and help students as needed.

Ending

Talk to the group about the stories and how students conducted their discussion. Encourage them to share their views and justify them. Have them make clear arguments and be respectful at all times.

Introduction

Objectives

Methodology

Results

Conclusion

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Table of Contents

Abstract

1. Introduction

2. Literature Review

3. Methodology

4. Results

5. Discussion

6. Conclusion

References

Introduction

The purpose of this study is to investigate the effects of various factors on the performance of the system. The study is divided into several sections, including an introduction, a literature review, a methodology section, a results section, a discussion section, and a conclusion section. The methodology section describes the experimental setup and the data collection process. The results section presents the findings of the study, and the discussion section discusses the implications of these findings. The conclusion section summarizes the main points of the study and provides recommendations for future research.

Methodology

The methodology section describes the experimental setup and the data collection process. The study was conducted using a series of experiments designed to test the hypotheses. The data was collected using a series of sensors and recorded using a data logger. The data was then analyzed using a series of statistical tests to determine the significance of the results.

Results

The results section presents the findings of the study. The study found that the performance of the system was significantly affected by the various factors investigated. The results were consistent across all experiments, and the statistical tests confirmed the significance of the findings. The study also found that the performance of the system was improved by the implementation of the proposed system. The results of the study are presented in a series of tables and graphs, which provide a detailed overview of the findings. The study also includes a series of charts and graphs that illustrate the results of the experiments. The study concludes that the proposed system is a viable solution for improving the performance of the system.

The study was conducted using a series of experiments designed to test the hypotheses. The data was collected using a series of sensors and recorded using a data logger. The data was then analyzed using a series of statistical tests to determine the significance of the results.

Conclusion

The study concludes that the proposed system is a viable solution for improving the performance of the system. The results of the study are presented in a series of tables and graphs, which provide a detailed overview of the findings. The study also includes a series of charts and graphs that illustrate the results of the experiments. The study concludes that the proposed system is a viable solution for improving the performance of the system.

Activity 8

Instruct students to read the different types of logical fallacies and elicit some examples before they listen to the audio.

Audio Script • Track 7

1. Students who break the rules should be suspended from school. I broke a rule, but I shouldn't be suspended because I would be in a lot of trouble with my parents.
2. The online magazine printed that article, so everything in it must be true.
3. Jimmy has a fever, sinus congestion, a cough, and can't come to school, so he probably has a test later today.
4. That brand of car is a waste of money – I had one for two years and it broke down six times.
5. All people from that company are liars.
6. Caroline says that she thinks her friends should not be so rude to the new girl. Jessy says that she cannot believe that Caroline is choosing to be better friends with the new girl than the girls who have always known her.
7. One day robots will dominate everything. It's true. My computer science teacher says so.
8. I shop at a natural store, which is much better than this grocery store because at a natural store everything is natural including the 35-year-old store manager.

Fine-tuning

As students will have to match the examples in the audio with a type of logical fallacy, it might be interesting to play them one by one and ask students what the person said. Depending on the group, do this with their books closed so they are not preoccupied with finding the right option.

Activity 9

Write "The online magazine printed that article, so everything in it must be true." on the board and ask students how certain the person is about what he or she is saying, and which verb expresses this level of certainty. Next, ask them to read the information in the Tip box and complete the rules.

Activity 10

After checking students' answers, ask them to identify the kind of logical fallacy expressed in sentences: a) genetic, b) appeal to nature, and d) appeal to authority.

SEL: How to Argue

Instruct students to read the statements and to take a few notes about the reasons why they agree or disagree with each one. Once students have some ideas about how to make their arguments, pair them up and suggest some ideas for them to discuss. In each pair, one student should position him or herself as "for" and the other one as "against" the topic discussed. Instruct them to make use of the strategies they learned in this class to communicate their arguments.

Ending

Get one of the pictures you prepared for the class and cover it up with the cardboard with a hole in the middle. Move the cardboard slowly to reveal parts of the picture hiding behind it. Have students guess what or who it is. Write the following prompts on the board:

Certainty	Expression
100%	It is
95%	It must be
50%	It may/might be
100%	It can't be

Answers

Activity 1

Personal answers.

Activity 3

Personal answers.

Activity 4

b

Activity 5

- a) Positively.
- b) By not having inconsistencies in her arguments.

Activity 6

- a) debating.
- b) dislike having discussions with people who have different opinions.

- c) loves talking about controversial topics.
- d) do both.

Activity 7

Personal answers.

Activity 8

a) 4; b) 8; c) 1; d) 6; e) 7; f) 2; g) 3; h) 5

Activity 9

a) must; b) might, may

Activity 10

a) must; b) might/may; c) might/may; d) must

GRAMMAR

UNIT 1 • Modal Verbs of Possibility and Certainty

Contents

- » Modal verbs of possibility and certainty

Objectives

- » Review and expand the grammar content from unit 1
- » Practice using **must**, **can't**, **may**, and **might**

Materials

- » Student Handbook, pages 217-218
- » Different objects a person carry in a bag – usual and unusual objects (you can use pictures instead)

Class Plan

Beginning

Walk around the classroom, stop at a student's desk and ask "May I borrow your [pen]?", "May I see your [book]?" Point to a chair and ask a student "May I sit here?" Elicit from students answers such as "Yes, you may", "No, you may not."

Ask students at random to practice the structure. Then ask them if **may** indicates possibility or certainty (possibility). Elicit the answer and encourage students to provide other examples. Ask them which other modal verbs express possibility, and can be used in the same situations but informal contexts (can). Encourage them to give some examples.

Developing

Activity 1

Explore the picture and ask students what they remember about the fable *The Fox and the Grapes*. Ask students to focus on the moral sentence and read the alternatives. Have them complete the activity individually and compare it in pairs. Check the answer with the whole group and take this opportunity to review the modal verbs. Explain the difference

between **may** (possible) and **might** (hypothetical, remotely possible).

Activity 2

Ask students to look at the chart and read the sentences. Have them complete them individually with the modals. After students have finished, ask them to compare answers in pairs. Check the answers with the whole group.

Activity 3

Ask students to read the sentences in pairs and decide if they are facts or fake news. Have them complete each sentence with "It can't be true" or "It might/may be true." Ask volunteers to share their answers when checking the activity with the whole group.

Activity 4

Ask students to unscramble the sentences individually, and then in pairs. After you check the answers with the whole group, have students identify the modal verb in each sentence and explain its use (e.g. a) must be - certainty).

Activity 5

Explain to students that they need to write five sentences about themselves using the modal verbs provided. Allow some time for students to write their sentences and share them with a classmate. While they complete the activity, walk around the classroom and answer any questions. Ask some students to read their sentences to the whole group.

Ending

Show students one of the objects/pictures from [your] bag and have them come up with ideas on why you carry it with you. For example, show them an umbrella and ask a student "Why I carry this with me?" Elicit "It might/may rain." Show them some unusual objects and encourage them to be creative in finding reasons to use that item.

Answers

Activity 1

a; b; c

Activity 2

a) might; b) must; c) can't; d) may/might

Activity 3

a) It can't be true.

b) It can't be true.

c) It might/may be true.

d) It might/may be true.

e) It might/may be true.

Activity 4

a) If the teacher said that, it must be true.

b) You have worked for 15 hours. You must be tired.

c) I might not arrive on time because of the traffic jam.

d) May I have a piece of cake, please?

Activity 5

Personal answers.

UNIT 1

Lesson 4

Contents

- » Conspiracy theories
- » Presenting opinion

Objectives

- » Skim an article about conspiracy theories for main ideas
- » Read comments about dealing with conspiracy theorists for main ideas and text structure
- » Write a comment expressing an opinion about the best way of winning an argument

Materials

- » Student Handbook, pages 20-21

Class Plan

Beginning

Explain to students that you will say a few sentences and you want them to go to the right of the classroom if they agree with it or to the left if they do not agree with it. Allow them some time to discuss their views with classmates who went to the same side. Here are some suggested sentences:

- » I don't like arguing with people who have different opinions.
- » I like talking about controversial topics.
- » I believe I learn something new when I talk to someone who doesn't agree with me about a topic.
- » I believe I teach something new when I talk to someone who doesn't agree with me about a topic.

Developing

Activity 1

After students have answered the questions in pairs, elicit what a **conspiracy theory** is (a theory that explains an event or set of circumstances as the result of a secret plot usually by powerful conspirators) and ask volunteers to give some examples.

Activity 2

Before students read the text, ask them why they think people believe conspiracy theories and allow them some time to check their predictions in the article. Next, ask them if they think the title is an inviting one and elicit other characteristics of articles.

Activity 5

Ask students to tell a classmate if they know anyone who is a firm believer in conspiracy theories and how they deal with them.

Activity 10

Ask students to write their comment in a paragraph, explaining their opinion. Encourage them to use the vocabulary in activity 7. When they finish, allow them some time to revise their work. They could write a second draft for homework.

Ending

Ask students to look at the image in the two first pages of the unit and, in pairs, say how they connect to the different topics discussed in unit 1.

Answers

Activity 1

Personal answers.

Activity 2

People believe in conspiracy theories because they feel a lack of control over their lives.

Activity 3

a) F; b) F; c) T; d) T

Activity 4

Personal answers.

Activity 5

No, they don't have the same opinion.

Activity 6

c; b; a

Activity 7

Link the stages together	Introduce the different arguments
then; next; and finally.	firstly; secondly; thirdly; finally.

Activity 8

Personal answers.

Activity 9

Personal answers.

Activity 10

Personal answers.

Education in Athens | Part 5

Contents

- » Education in Athens

Objectives

- » Have a debate about education and democracy

Materials

- » StandFor Project – Education in Athens portfolio

Class Plan

In Advance

Ask students to bring their findings and materials for the debate.

Beginning

Get groups together and ask them to organize their materials and the classroom for the debate.

Developing

Explain to students to take some time to organize their information because they are going to have a class debate about education and democracy in Brazil. Let groups work while you monitor them and help with anything they need.

Have groups present the information they got from researching their time period in Brazil. Encourage the whole group to ask questions after each group has finished and debate.

Ending

Get students together and discuss what they have learned.

UNIT 1 • Role-plays

Contents

- » Fables and fairy tales
- » Role-play
- » Modals

Objectives

- » Review and expand the language content from unit 1
- » Practice using modals and different verb tenses
- » Role-play a story

Materials

- » Student Handbook, pages 255-256
- » Computer lab or devices with internet access (for research, optional)
- » Projector (optional)

Class Plan

Beginning

Activity 1 – Preparation

Read the lines from the fairy tales for students. Ask them if they recognize it from a story. Have them read the lines on their books. Ask students if they remember any famous lines from other fairy tales or fables. Write their ideas on the board.

Tip

You can also bring the main part of any dialogue from a fable or fairy tale to class to inspire and motivate the discussion. Write or project it on the board. Read and explore the dialogue by asking "What fable is this dialogue from?", "Who said this line?", "What kind of character is this?", "Is there a song for this fable?" You can also play a video of some tale you have selected in advance.

Developing

Activity 2 – Preparation

Organize students into pairs or groups of three or four. Allow them some time to search for a fable or a fairy tale they would like to role-play. Explain to them

that they are not supposed to role-play the entire story, just part of it. Also, you can tell them that they are not supposed to role-play the story exactly as it is but they can and should make adaptations.

Activity 3 – Interaction

Have students read the instructions and answer any questions. Allow them some time to select the part of the story, rewrite the lines, and rehearse. Remind them that it can be just a small part of the story that they find most interesting. Also, encourage them to be creative to adapt the lines and even the story freely. Depending on the possibilities, you can allow students to go to other parts of the school (e.g., yard, gym, garden, etc.) to rehearse their stories. Each play is not expected to exceed 5 to 8 minutes. You can decide the length with students. They may also use some prompts during their presentation, if available. When they are done, invite the groups to present their scenes to the group.

Tip

Students may record their presentation to be shown to other grade levels. Compile all the videos and set a time for the presentation. At the end, have the other groups ask questions to the presenters. They should answer, for example, how they felt during the presentation, how they came up with this or that idea, etc.

Ending

Activity 4 – Interaction

Conduct a class discussion. Have students read the questions and encourage their participation. If you prefer, they can first discuss the questions in small groups before you open up to the group.

Answers

Activity 1 – Preparation

The first and second lines are from *Little Red Riding Hood*; and the third is from *The Three Little Pigs*.

Activity 2 – Preparation

Personal answers.

Activity 3 – Interaction

Personal answers.

UNIT 1 • Should We Debate This?



Contents

- » Debate

Objectives

- » Reflect on the importance of solid arguments
- » Read about the steps of a role-play debate
- » Talk about the characteristics of a debate
- » Prepare for and hold a debate

Materials

- » Student Handbook, pages 178-180
- » Video: "Debating Can Change Your Life: Lucinda David at TEDxLundUniversity," TEDx Talks, available at <http://ftd.li/gn9dsx>

Class Plan

Beginning

Activity 1

Show to students that the term **argument** is polysemous. **Polysemy** occurs when a word has multiple meanings, and it is quite common in English. Read the two definitions with the whole group and let them work out the two different meanings. Have them look at the pictures and match accordingly. Students may use L1 to express their ideas at this moment. Explain to them the difference in meanings between the words **discuss**, in English, and **discutir**, in Portuguese.

Developing

Activity 2

Have students look at the cartoon, panel by panel, to understand its main message. Elicit some insights from the group, welcome their contributions, and ask questions to encourage them to come up with relevant ideas. For example,

- » What do we get from the body language of the speakers? How did their body language change throughout the series of panels?
- » Look at the shape and size of the balloons. What do they mean?
- » How many supporters are there on each side? Did they change sides? What does that tell us?
- » Was there a winner and a loser?

- » How would you define this kind of interaction?

After eliciting some views from students, get them to work in pairs or trios to write a possible title for the cartoon. Remind them that a title should be short but as precise as possible. Write their suggestions on the board. Ask students to vote on the best title.

Activity 3

Write the question "What does a good debate involve?" on the board and explain to students that they need to think of an explanation of what debating requires, how it takes place and its objective. List students' ideas on the board. Allow a few minutes so they can take notes on their own ideas. Then tell them they will watch an international debater explaining what a good debate involves. Play the video once and tell students to take notes of the key words. Have students compare the speaker's ideas to their own views. If necessary, play it again and ask students to compare their answers in pairs. Collect feedback and cross out the ideas that had been recently written on the board. Add the ideas that are mentioned in the video that have not been listed. Explain to students that one of the main gains of participating in a debate is not whether they will win or lose, but actually how well they will be able to fine-tune their arguments, become better speakers, and maybe most importantly, better listeners.

Video Script

But, so, what is a good debate? Well, it requires engagement and consensus, yes, but first, it needs adversaries. You are expected to attack your opponent, but you're compelled to take a position to defend. It requires you to deconstruct arguments, but you also need to build up ideas. In debating, you must absolutely draw lines between you and your opponent, but in the end, you must cross it to shake hands. The reason why debating is combative temporarily is because you need to test an idea or social policy in order to make sure it's stout and sturdy enough for public interest. It is sort of like a thought experiment where you allow your most fiercely clever thoughts buried down upon an idea with fire and brimstone to see what's left.

TEDx Talks. "Debating Can Change Your Life: Lucinda David at TEDxLundUniversity," YouTube. May 7, 2013. Accessed July 24, 2020. <https://www.youtube.com/watch?v=WJaMtU1P-3w>. Excerpt from 1:56 to 3:04.

Activity 4

Explain to students that the items describe the steps a teacher follows to set up a role-play debate in class. Have them read and order the steps logically. They should first work individually and then check their answers in pairs. Elicit and write the correct answers on the board.

Extra Activity

If possible, show students some examples of debates found online. These can be debates held in the classroom, similar to what they are going to do. Some possible videos are listed below.

- ▶ The Hun School of Princeton, "Debate in the Hun Middle School": <https://ftd.li/cung3a>;
- ▶ Collier Schools, "Middle School Debate Tournament": <https://ftd.li/cwt9xk>;
- ▶ BBC, "Teenagers in Heated Debate – Storyville – Up for Debate: Team Qatar – BBC Four": <https://ftd.li/dq9iny>.

Activity 5

Explain to students they will organize a debate in groups. Depending on the size of your group and the time available, they can be organized into groups of six or seven. Alternatively, they can be divided into two large groups (**for** and **against**), and you can be the mediator or you can let them choose a mediator. Make them aware that setting up a debate is a collaborative activity that involves choosing one or more propositions to debate and set the rules. Mediate the students' decisions and interfere whenever they need guidance or to help solve conflicts. It is important that students elect a secretary that will take notes of the proposition and rules so that they can address to them while debating. Have students vote on one proposition, but it would be worth bringing a few alternatives for students to vote on to save time. Choose propositions based on their interests and needs. Make sure students have time to come up with relevant arguments to take part in the debate successfully. Explain to them that an effective way is to try to anticipate what other participants will say in order to be ready.

Activity 6

Organize the classroom, revise the rules with the whole group, and let students start. Hand the responsibilities over to students and monitor from a distance. Make sure that the mediator plays their role in chairing the debate fairly. Interfere only if necessary. Takes notes for feedback both on participation (taking turns, listening carefully, volunteering to speak, etc.), content (relevance and variety of arguments), and on language use. If possible, allow some time for the mediators to engage in other debate(s) so that everyone has the chance to practice coming up and defend arguments.

Ending

Talk to students about their impressions of the activity and the benefits of debating. List their ideas about what skills they have learned and developed when preparing for, participating in, and reflecting on this debate activity.

Answers

Activity 1

a) 2; b) 1

Activity 2

Personal answer. Suggested answer: The power of words

Activity 3

Personal answers.

The speaker's ideas for a good debate basically involve: engagement and consensus. People are expected to take a position to defend, deconstruct opponent's arguments, and build up their ideas.

Activity 4

a) 3; b) 5; c) 1; d) 4; e) 2; f) 6

Activities 5 and 6

Personal answers.

UNIT 1 • Engeneering Challenge

Contents

- » Engineering challenge
- » Questioning

Objectives

- » Develop questioning skills
- » Develop collaboration and problem-solving skills
- » Develop resilience and a growth mindset
- » Design a chair

Materials

- » Recycled material to build magazines or newspaper chairs: old newspaper or magazines, plastic bags, masking tape, cable or zip ties (enough to build small chairs – each group of five students makes one chair)
- » Computer lab or devices with internet access (for research, optional)
- » Dictionaries (printed or online, optional)
- » Some pictures chairs made with newspapers, recycled materials (optional)

Class Plan

Beginning

Ask students "What is a chair?" Challenge their assumptions and ask more questions, forcing them to think deeper. For instance, they can say "It's something you sit on," then you can challenge them asking "Well, sometimes I sit on the floor, or a sofa, or a bed. Are those chairs?" If they say "It's something with four legs that you sit on," you can suggest "Don't some chairs have two or three legs?" Respond to students' answers with more questions, and then organize them into small groups of three or four students to continue working out a more complete definition of **chair**. If access to the internet or dictionaries is available, allow students to use them to do some research if they desire.

Developing

Write the following quote on the board "The only thing you know is that you know nothing." Ask students if they know whom this quote is attributed to. Listen to their ideas and explain that it is attributed to Socrates. Explain that it is essential to ask questions and reflect on them. Write the following questions on the board and encourage students to keep asking questions during this activity.

- » What defines a chair?
- » What makes a well-designed chair?
- » How many different ways can you design a chair with only magazines or newspapers, plastic bags, tape, and cable ties?
- » How will you know if your design is ideal?

In this hands-on challenge, students will seek to answer all of the above questions by building a chair that they can sit in out of the materials provided. Organize students into groups of five or six and have them look at the materials. If they struggle to think of how to use them to build chairs, you can show them some pictures. Alternatively, and if possible, they can use their own smartphones to search for suggestions on the web. However, allow them enough time to think it over and come up with their own ideas. Ask students to plan how they are going to build their chairs in their groups. They can take notes and make drawings on their notebooks.

Tip

You can find more information on how to build a chair and other furniture out of old magazines at the following links.

- » Fine Craft Guild, "Recycled Magazines Crafts: Stack Stools": <https://ftd.li/wyfw7b>;
- » Christina Haley, "Magazine Stool": <https://ftd.li/9krib4n>.

Extra Activity

Distribute the materials evenly among the groups. Depending on the availability of each material, there may be constraints to work within. Explain to students that this is also part of the design process. You can even add the question "How can we build a quality chair with only ...?"

Set up a time limit (around 15-20 minutes) for students to develop their designs. Have them test their products together. Give them feedback by asking more questions. You can write some or all the following questions on the board.

- » How can you make it [better/stronger/more comfortable]?
- » What do you already know?
- » What have you already tried?

- ▶ What help could you get from someone else?
- ▶ What needs to happen for you to be satisfied with the design? How can you make that happen?
- ▶ What strategies did/can you use?

Encourage groups to discuss these questions and add their own questions. Allow a few more minutes for groups to improve their chairs. Students may also get help from their classmates in other groups, especially those who have arrived at a design they are pleased with.

Tip

Ask students to redefine the word **chair** based on their discussion, research, and design. They might be asking questions such as "Does a chair have to have legs?", "Does it have to be supercomfortable?" Encourage these questions, share them with the group, but do not offer a yes-no answer. Instead, ask students to discuss them further and draw their own conclusions. Their own definition of a chair will guide and determine their design.

Ending

Have groups present their chairs to their classmates. Ask further questions, such as:

- ▶ How was your definition of a chair at the beginning different from what it is now?
- ▶ What strategies worked well?
- ▶ Is there anything you would change or could have done better?
- ▶ How can you apply what you learned from this challenge to other situations?

Elicit further questions from students themselves and keep the discussion going.

Go Further

- ▶ Challenging Learning, "James Nottingham's Learning Challenge (Learning Pit) Animation": <http://ftd.li/mhvdih>;
- ▶ Vivify STEM, "Three Amazing Newspaper STEM Challenges": <http://ftd.li/kiwqwj>;
- ▶ Brain Ninjas WP, "What about Critical Thinking Challenges?": <http://ftd.li/8sv9r6>;
- ▶ Brain Ninjas WP, "The Learning Pit": <https://ftd.li/z2m8jr>;
- ▶ InnerDrive, "9 Questions to Improve Metacognition": <http://ftd.li/vfcm2z>.

UNIT 1 • The Art of Argument

Contents

- » Socio-emotional learning
- » Social awareness
- » Relationship skills

Objectives

- » Be aware that we learn from one another
- » Exercise clear communication

Materials

- » Student Handbook, pages 285-288
- » Video: "The Art of Argument"

Class Plan

Beginning

Organize students in pairs and explain to them that you will express a proposition and they should take turns defending it with arguments. Say "It's good to be competitive" and allow them some time to come up with arguments with their classmate. Then clap your hands and interrupt them. Say that now they have to take turns defending the opposite idea, "It isn't good to be competitive." Explain that you are going to say another statement and that they should change their reasoning whenever you clap. Say "Many of the assignments we have at school help us in our daily life" and clap your hands two or more times during their discussion. As they are talking, walk around the classroom and take notes on some of their arguments. When you end the activity, write the arguments and counterarguments you have collected on the board and invite some students to make comments about them.

Developing

Before watching the video

Activity 1

Organize students into trios and have them look at the pictures. Ask them to identify what each picture represents and to answer the questions orally. While they do so, walk around the classroom and, if necessary, encourage them to speak English whenever possible. When they finish, ask some volunteers to share their answers.

While watching the video

Video – Part 1 (0:00-0:54)

Activity 2

Explain to students they are going to watch the part 1 of the video in which one of the activities presented in activity 1 will be discussed. If students are familiar with Amber and Nicholas' videos from previous books, ask them what type of video they present and encourage them to share some comments. Invite students to guess which activity will be discussed. Play part 1 so that they can check their predictions and answer properly. Say you are going to play it again and ask them to pay close attention to what they say you learn with debates (arguing; researching and preparing for a debate; having better and more rational discussions; getting your point across in a respectful and logical way).

Video – Part 2 (0:54-4:07)

Activity 3

Ask students to sit with another pair. Explain to them the second part of the video Amber and Nicholas bring tips of how to get well-prepared for a debate. Ask students to come up with some ideas of what they expect to watch in the video. Play part 2 once so that they can check their predictions. Ask students to take notes if they want to.

Activity 4

Allow students some time to read the words and the definitions. They can match them individually. After students have finished, ask them to compare their answers with a classmate. Check their answers.

Activity 5

Play part 2 again up to "a debate is very similar to a chess game; you always have to think of the other person's next move ahead of time." (first tip – 2:19-2:26). Ask students if these concepts are only relevant in the context of a debate, inviting them to explain and discuss their opinions in pairs.

Activity 6

Write "Socratic method" on the board and ask students to answer the questions individually and then discuss them in pairs. Play part 2 from "Well, our next tip is ... use the Socratic method" to "... suddenly no one will be actually listening, just defending their point of view."

(second tip – 2:27 - 3:22). Invite them to share with their classmate what they got from this part and check their answers. Allow students enough time to discuss their answers and exchange opinions. Walk around the classroom and monitor their work as they are on task. Whenever relevant, ask them questions to help them explain their points of view more effectively.

Activity 7

Explain to students Nicholas and Amber have already given two tips, elicit what these are (be prepared and use the Socratic method) and write them on the board. Tell students that they are going to offer one more tip and invite them to read the rubrics. Ask them what they think it is important not to get too emotional and listen to their ideas. Play the rest of part 2 (third tip – 3:23-4:07) and ask them to pay close attention to the advice and the explanations. Play the third tip once more if necessary. Elicit what they suggest in order not to get too emotional and write on the board ("keep your tone of voice down," "don't interrupt the other person," "show with your body language and attitude that you're not there for a fight"). Ask them to decide in pairs which one of these suggestions they think is the most relevant to engage in real communication effectively. Invite volunteers to share their opinions.

Video – Part 3 (4:08-5:28)

Activity 8

Allow some time for students to read the questions and play part 3 of the video. Elicit the piece of advice given and write on the board "You don't always have to be right." Ask students to tell a classmate about the last time they realized they were not right about something. Ask them to share what the topic was, what their first opinion was, and how it changed. Invite some volunteers to share their stories and ask them how they felt when they realized they were not right. While they discuss the questions, walk around the classroom and monitor their interaction as needed. Explain to students about the importance of being able to discuss different ideas and how we grow when we listen to people who support something that we did not. Ask them if they find it easy or difficult to debate with people in real life and what topics they believe are the hardest ones for them to "agree to disagree." Invite them to suggest reasons why we may find it difficult to change our minds about some things and what we can do to be more open to listening to other points of view.

After watching the video

Activity 9

Ask students to read some ideas mentioned by the presenters and discuss the importance of each assertion in small groups. Encourage students to mention examples and counterarguments for two or more of the statements. After some time, invite a volunteer from each group to share something interesting they mentioned in their group.

Activity 10

Organize students into trios and explain to them that they are going to discuss an assertion. Explain that they should assess both how clearly and effectively the debaters expressed their points of view and listened to each other when exchanging opinions. Have them follow the instructions and read the suggestions for the debate. Explain that, in their trios, they should choose one of the assertions and then decide who will argue for the statement, who will counterargue, and who will assess the debaters' communication skills. Depending on the time you have available for this activity, you may allow students to do some research to back up their arguments and counterarguments. If this is not possible, tell students that the discussion will be based on their opinion and experience. The students who are assessing should use some of the ideas suggested in the video, such as avoiding confrontation, keeping the tone of voice down, not interrupting the other person, showing respect, and not taking things personally. Allow students enough time to develop their points of view and exchange opinions, and when you notice some of the trios are finishing, tell the other groups they have two more minutes. Ask the assessor to give feedback to the two students who were discussing and then invite some volunteers to share their experience. If students enjoy the activity, encourage them to change roles and engage in a new discussion. This time, they could either choose one of the statements you suggested or create their own assertion.

Ending

Invite some students to share what they have discussed in their groups and how their debates were conducted. Ask them if they think they have become (more) aware that we learn from one another and if they could exercise clear communication during this class. Encourage them to share their opinions.

Answers

Activity 1

Personal answers.

Activity 2

Debate.

Activity 3

The tips are: be prepared, use the Socratic method, and don't get emotional.

Activity 4

a) assertion; b) counterargument; c) source; d) research; e) reasoning

Activity 5

Personal answers.

Activity 6

- a) It's a style of debate that comes from Socrates' teachings. This method involves making questions instead of using statements when you disagree with the other person.
- b) It's less confrontational because instead of giving your opinion, you try to understand the other person's point of view by making questions; the discussion gets less heated and promotes actual listening.
- c) Personal answers.

Activity 7

Suggested answer: It's important because we need to respect people's opinions and learn to listen.

Amber and Nicholas explain in the video that we need to keep our tone of voice down; don't interrupt the other person; show with our body language and attitude that we're not there for a fight.

Activity 8

- a) We don't always have to be right.
- b) Personal answers.
- c) Personal answers.

Activity 9

Suggested key points: in a class assignment, we do our best to win the debate, but in real life, it's not like that; you don't always have to be right; it's ok to change your mind; debating with people will make you change your perspective, and this is fine; it's great to be humble and open to learning; when we don't agree with someone, it doesn't mean they're evil or that we should take that personally; the magic phrase "let's agree to disagree;" we can coexist when we have different opinions.

Activity 10

Personal answers.

Lesson 1 | Part 1

Contents

- » Mass media
- » Manifesto

Objectives

- » Talk about personal use of the internet
- » Read and identify a manifesto

Materials

- » Student Handbook, page 24

Class Plan

Beginning

Ask students to write down three activities they enjoy doing in their free time and two or three reasons why they are good activities. When they are ready, invite them to share their list in small groups and check what they have in common and if the reasons are similar. Ask students if any of them had mentioned activities related to the internet. If they have, write their ideas on the board so they can compare them to the image in activity 1.

Developing

Activity 1

Ask students to look at the image and, in pairs, make a list of what is possible to do with the internet. They may use the notes on the board to get started.

Activity 3

After students have identified what kind of text this is, explain that, originally, the definition of **mass media** was the transmission of communication that reaches and influences a large number of people, such as television, radio, and morning newspapers. Nowadays, social media can be considered an example of mass media even though the communication is not as centralized as TV or radio.

Tip

If you or students are interested in knowing more about the concept of mass media nowadays, you may read the article "What Is Mass Media?" at <http://ftd.li/o5hy7u>.

Ending

Dictate the text about manifesto below including the blanks. Then have students complete the blanks with their own words and compare with a classmate. After, write the six words from the key on the board and allow them to make the necessary adjustments.

Manifesto, a document publicly declaring the
 a) _____ or program of its issuer.
 A manifesto advances a set of ideas,
 b) _____, or views, but it can also lay out a
 plan of action. While it can address any topic, it most
 often concerns art, literature, or c) _____.
 Manifestos are generally written in the name of a
 d) _____ sharing a common perspective,
 e) _____, or purpose rather than in the
 name of a single f) _____.

Munro, André. "Manifesto," *Britannica*, July 24, 2020.
<https://www.britannica.com/topic/manifesto>.

Key: opinions – individual – ideology – position –
 politics – group

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

b

Activity 4

b

Dictation

a) position; b) opinions;
 c) politics; d) group;
 e) ideology; f) individual

READER

The Hunt Is On! | Part 1

Contents

- » Chapters 1 to 4 of the reader *The Hunt Is On!*
- » Characters' traits

Objectives

- » Review the first four chapters of the book
- » Build a map of the characters

Materials

- » Graded reader – *The Hunt Is On!*
- » Computer lab or devices with internet access

Class Plan

In Advance

Ask students to read the book up to page 22.
Print out copies of a character map template, such as the one on the link <https://bit.ly/3m64v>

Beginning

Ask students what they thought of the first chapters of *The Hunt Is On!* and who their favorite character is so far. Write the names "Paloma," "Byte," "Flirt," "Morgan," and "Maximo" on the board.

Developing

Explain to students they are going to build character maps for the main characters in the story. The maps should include different categories of descriptions about the characters: who they are, what they do, what they look like, what they are like. Explain what you expect from each category by using an example. Use a character that everybody knows, such as a sitcom character or a fairy tale character.

Divide students into groups of three. Show them a model on the board or hand out a template for them to complete. Each student should have their own template, but they should work on them together. Monitor students' work and help them with vocabulary they might need. Make sure students try to be unbiased when describing their characters (name-calling is not a description). They should try to find positive, negative, and neutral characteristics for all five main characters.

Ending

Have one member of each group come to the front. Begin with one of the characters (Byte, for example), and have the members of the groups show their mind map for that character. Encourage them to talk about the differences in their maps, and explain some of their choices.

Call out other members and do the same for the other characters.

Wrap up by asking students to write a paragraph about one of the characters using the words they came up with in the character maps.

UNIT 2

CLASS

Lesson 2

Contents

- » Citation from the book *Society of the Spectacle*
- » FOMO
- » Hold an assembly

Objectives

- » Identify specific information in a talk about FOMO
- » Discuss reasons why some people overuse social media and FOMO
- » Organize and participate in an assembly about social media exposure

Materials

- » Student Handbook, pages 26-27, 166
- » Audio track

Class Plan

Beginning

Write "image," "appearance," "reality," "truth," and "experiences" on the board. Then invite two volunteers to stand with their backs to the board. Explain that the other students will define the words for them to guess.

Developing

Activity 1

Explain to students that there are stickers at the end of their books for them to do this activity. They should stick them in the order of importance for them. When they finish, invite them to find a classmate they do not work with so often and then place the second set of stickers in the order of importance to them. Encourage students to discuss their ranking and justify their opinions.

Activity 3

Invite students to read the citation and the information about Guy Debord in the yellow box. Elicit or, if necessary, explain the meaning of **topsy-turvy** (totally disordered). After students have discussed the questions in pairs, ask them to choose one of them and talk about it with a new classmate.

Tip

If you want to know more about Guy Debord's book *The Society of the Spectacle* and its extreme relevance nowadays, read "An Illustrated Guide to Guy Debord's 'The Society of the Spectacle'" at <http://ftd.lifcxh3b2>.

Activity 4

After students have written the definition of **FOMO** (fear of missing out), invite some volunteers to read it out loud. If students are not familiar with this term, go straight to activity 5.

Activity 5

Play the audio once so students can check their prediction. If students did not write a definition in activity 4, pause the audio after the first sentence and elicit what FOMO stands for.

Audio Script • Track 8

OK, today I want to talk about Fear of Missing Out and social media.

I never even knew what FOMO meant until like a year ago, I'd never heard of it, but I definitely did experience it at a point in my life when I was very consumed by Instagram, I followed a tone of people, and I was always trying to see what was going on like who was hanging out with who, what was this person doing, where were they going, traveling to ... And that definitely consumed a lot of my life for a good chunk of time. Basically what fear of missing out is, is like, for example, I used to follow a bunch of girls from my school, and whenever they would be hanging out with each other, I would be so consumed and in their content that I'd go to the other person's page see if they've posted a picture and I'd feel like jealous, and I'd feel left out or if I wasn't really friends with them I'd be like "why am I not hanging out with anybody?" That's kind of what it is.

Anna's Analysis. "FOMO + Social Media." YouTube. February 14, 2018. Accessed December 2, 2019. <https://www.youtube.com/watch?v=O6bdTO2mU30>. Excerpts from 0:00 to 0:04, and from 1:16 to 2:10.

Activity 6

Before students listen to the second part of the audio, elicit some pieces of advice they could give to someone with FOMO.

Audio Script • Track 9

Here are some things you can do:
The first thing is to unfollow people who you are not really benefiting from following.
The other thing you could do is just try to go on social media less or to delete your Instagram app, delete Facebook, and go for a week, or just go for a day. If that's a big thing for you like just try going for a day without social media.

And try not to let the fear that you're going to miss out on what other people are posting affect a decision that is going to make you happier, more confident, not comparing yourself as much to others, and more free, not as controlled by social media. You'll have the time to live in the real world and form connections with people in real life rather than just liking their picture, commenting "nice pic."

Anna's Analysis: "FOMO + Social Media." YouTube. February 14, 2018. Accessed December 2, 2019. <https://www.youtube.com/watch?v=Q6bdTO2mJ30>. Excerpts from 4:04 to 4:11, from 5:44 to 5:59, and from 6:10 to 6:35.

Think Tank

Ask students to read the question in this box and the citation in activity 3 one more time. Allow them some time to discuss how they can relate FOMO and Guy Debord's book *The Society of the Spectacle* in small groups.

Activity 8

As students will organize and take part in an assembly in activity 10, and the minimum required for an assembly is four students, tell them to do this activity in groups of four to six students.

Activity 10

Give students enough time to read and make sense of all the steps involved in the organization and participation in the assembly. Explain that the roles may be carried out by more than one student (two secretaries, for example), but it is essential to have at least one secretary, one spokesperson, one coach, and one mediator per group.

Show students the table in Step 2 and point out how important it is for the groups to plan the arguments they will use to support their views. These arguments should be clearly stated so the other groups can take notes and consider suggestions to the problems raised.

Finally, when all the groups have shared their ideas, the group, as a whole, should reach a consensus about the three most important suggestions. Show them the example in Step 3 and invite them to create a schedule with deadlines for the suggestions to be carried out.

Ending

Ask students to write a self-evaluation reflecting on their teamwork and participation throughout the process of organizing and carrying out the assembly.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Personal answers.

Activity 5

FOMO is fear of missing out.

Activity 6

Unfollow people who are not really benefiting you, use less social media or delete the Instagram and Facebook apps for a week, do not compare yourself to others, do not be controlled by social media.

Activity 7

Personal answers.

Activity 8

Personal answers.

Activity 9

a) format, b) arguing, c) evidence, d) democracy, respect

The Hunt Is On! | Part 2

Contents

- » Chapters 5 to 9 of *The Hunt Is On!*
- » Disorders associated with internet use

Objectives

- » Reflect upon the online behaviors of some of the characters in the story
- » Learn about disorders associated with excessive internet use

Materials

- » Graded reader – *The Hunt Is On!*
- » Computer lab or devices with internet access

Class Plan

In Advance

Ask students to read chapters 5 to 9 at home. Create a slideshow using the pictures of Byte, Flint, and Morgan, and pictures that resemble or represent the following terms: internet addiction disorder, FOMO, social media anxiety, dissociative identity disorder (DID). Show students a few links for their research:

- » Anthropology.ua.edu, "Excessively Playing Video Games Good or Bad or Both?": <http://ftd.li/zxpnv3>;
- » Christina Gregory, "Internet Addiction Disorder": <https://ftd.li/2ww5j2>;
- » German Lopez, "Video Game Addiction Is Real, Rare, and Poorly Understand": <http://ftd.li/7mv6at>;
- » Elizabeth Scott, "How to Deal with FOMO in Your Life": <https://ftd.li/bvntmw>.

Beginning

Ask students to summarize briefly what they have read in chapters 5 to 9. If they have difficulties, go

over the activities on pages 80 to 82. The idea is to have students understand that the video game designed by Byte has become reality and the players are going to fight for their lives in order to win it.

Ask students what they think of Flint's attitudes. Allow them to give their opinions and show them the slides. Each character in the slide could have some sort of issue with the internet and computers. What could they be? Show them the words and have students look up for information about the disorders mentioned in the slideshow.

Developing

Ask students to get together in groups and choose one of the three characters (Byte, Flint, or Morgan) to work with (make sure each character is chosen by at least one group). Ask "What kind of disorder could this character have?" (Possible answers: Byte: internet addiction disorder (IDI); Flint: dissociative identity disorder (DID); Morgan: fear of missing out (FOMO).)

Share the links suggested in Advance box with students and encourage them to research in other sources. Help them by monitoring their work and guiding them through their research. Make sure that all members of the group are taking notes.

Go over their notes and tell students to put the information together in a presentation for the following class. In their presentations, they can include real cases they know, as long as they preserve the identities of the people involved.

Ending

Gather the groups that are working on the same character and have them exchange ideas and information they found. Wrap up by checking the production of each group and helping them with more information or guidance as needed.

Tell students they will present their research in the next Reader class.

The Hunt Is On! Part 3

Contents

- Chapter 10: The Hunt Is On!
- Chapter 11: The Hunt Is On!

Objectives

- The student will be able to identify the main idea and supporting details of a text.
- The student will be able to identify the main idea and supporting details of a text.
- The student will be able to identify the main idea and supporting details of a text.

Materials

- Chapter 10: The Hunt Is On!
- Chapter 11: The Hunt Is On!

Class Plan

Lesson

Students will be able to identify the main idea and supporting details of a text.

Beginning

Students will be able to identify the main idea and supporting details of a text.

Learning

Students will be able to identify the main idea and supporting details of a text.

Students will be able to identify the main idea and supporting details of a text.

Students will be able to identify the main idea and supporting details of a text.

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Students will be able to identify the main idea and supporting details of a text.

Lesson 3 | Part 1

Contents

- » Social media
- » Agreeing and disagreeing expressions

Objectives

- » Listen for the objective, characteristics and main ideas in a talk about the need of being on social media
- » Agreeing and disagreeing expressions

Materials

- » Student Handbook, pages 28-29
- » Audio track

Class Plan

Beginning

Write "social media" vertically on the board and ask students to copy it into their notebooks. In pairs, they take turns writing related words horizontally as if it were a crossword puzzle. You can suggest that students also use abbreviations and new words typical of digital genres. Decide with them whether they are allowed to look up words in their book. As they will be working in pairs, they can play two rounds, one on each student's notebook.

Developing

Activity 2

Elicit the theme of one or two talks they have watched recently and ask them why, in their opinion, TED talks have become so popular.

Audio Script • Track 10

I want to deliver two messages. The first message I want to deliver is that even though I've never had a social media account, I'm OK. You don't have to worry. It turns out I still have friends, I still know what is going on in the world, as a computer scientist I still collaborate with people all around the world, I'm still regularly exposed serendipitously to interesting ideas and I rarely describe myself as lacking entertainment options.

So, I've been OK, but I will go even farther and say not only am I OK without social media, but I think I'm actually better off. I think I'm happier, I think I find

more sustainability in my life and I think I've been more successful professionally because I don't use social media.

So, my second goal here on stage is to try to convince more of you to believe the same thing.

So, if the theme of this TEDx event is future tense, I guess, in other words, this would be my vision of the future, it would be one in which fewer people actually use social media.

I think I need to back it up, so my thought, is what I would do is take the three most common objections I hear when I suggest to people that they quit social media and then for each of these objections I'll try to defuse the hype and see if I can actually push in some more reality. So, this is the first most common objection I hear.

So, this first objection goes as follows: "Cal, social media is one of the fundamental technologies of the 21st century, to reject social media would be an act of extreme Luddism, it would be like riding to work on a horse or using a rotary phone. I can't take such a big stance in my life." So, my reaction to that objection is: I think that is nonsense. Social media is not a fundamental technology, it leverages some fundamental technologies, but it's better understood as this, which is to say it's a sort of entertainment. It's an entertainment product.

These companies offer you shiny treats in exchange for minutes of your attention and bytes of your personal data, which can then be packaged up and sold.

So to say that you don't use social media should not be a large social stance, it's just rejecting one form of entertainment for others, that should be no more controversial than saying "I don't like newspapers, I like to get my news from magazines" or "I prefer to watch cable series as opposed to network television series." It's not a major political or social stance to say you don't use this product.

We now know that many of the major social media companies hire individuals called "attention engineers." To try to make these products as addictive as possible.

TEDx Talks. "Quit Social Media. Dr. Cal Newport." YouTube. Accessed December 2, 2019. https://www.youtube.com/watch?time_continue=783v=3E7hkPZ-HTk. Excerpts from 1:17 to 2:05, from 2:11 to 2:41; from 2:51 to 3:25, from 3:28 to 4:00, from 4:11 to 4:17, and from 4:22 to 4:24.

Activity 7

Before students start their group discussion, ask them to choose four expressions from activity 6 and be prepared to use them. Explain that their goal is to use them as naturally as possible during the discussion and to keep the discussion going until everyone has used their expressions. Explain that they may talk about all the items in activity 5, not only the checked ones.

Ending

Say out loud the following affirmative phrases and have students hold their thumbs up and say "I agree." if they

agree with the statement. Otherwise, they should hold their thumbs down and say "I don't agree."

- › Puppies are cute.
- › Santa Claus is real.
- › Tomorrow is Monday.
- › People are addicted to the internet.
- › Eating sugar is good for your health.
- › English is the most spoken language of the world.

Answers

Activity 1

Personal answers.

Activity 2

a) F, b) T, c) T, d) T

Activity 3

Yes, alternatives b, c, and d are present in the talk.

Activity 4

a) He's happier, finds more sustainability in life and he's been more successful professionally.

b) He wants to convince more people that they would be better off without social media.

Activity 5

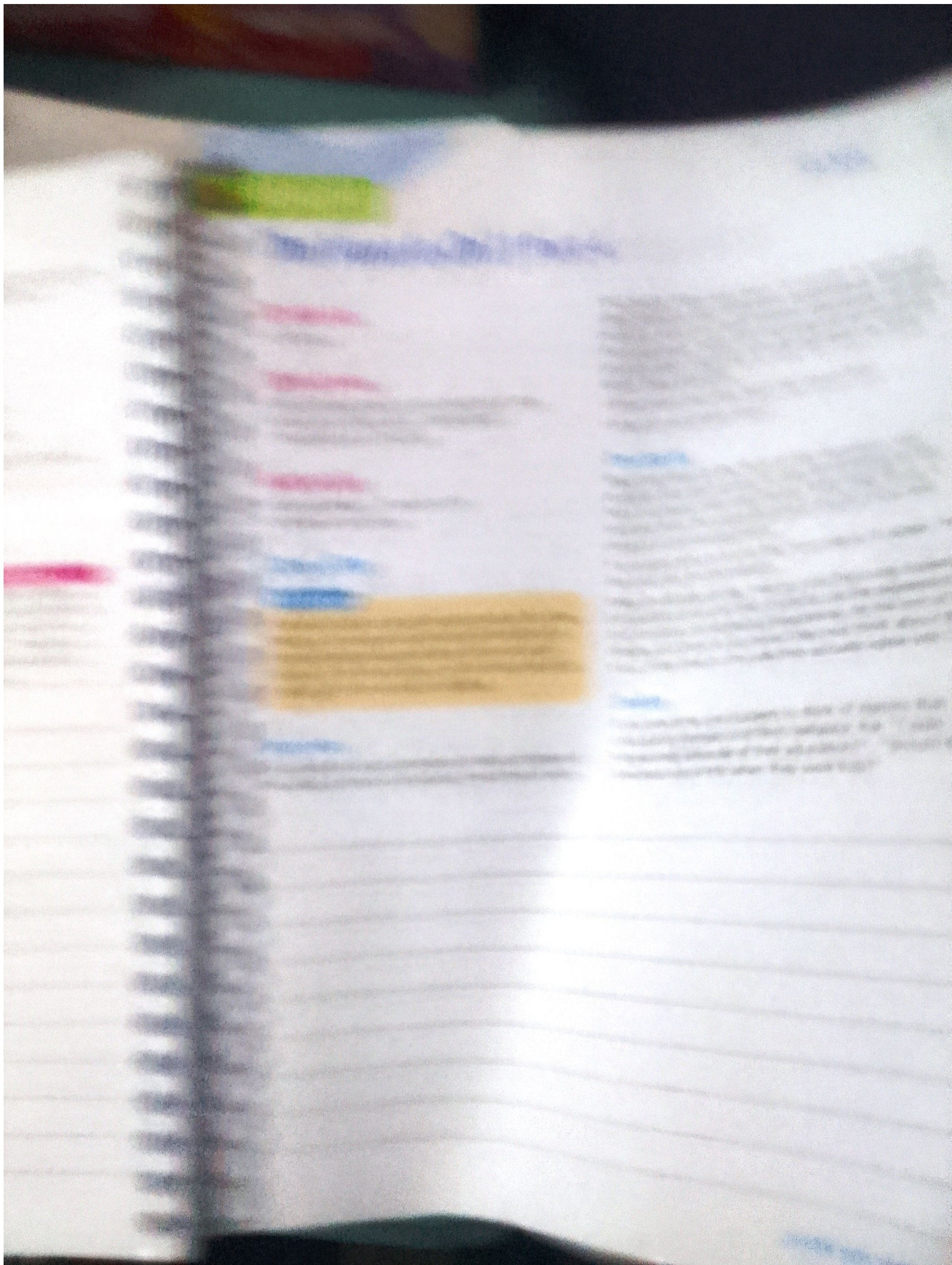
a; b; e; f; g

Activity 6

Agreeing	Disagreeing
I hold the same opinion.; You may have a point there.; No doubt about it.; I couldn't agree more with you.; You're absolutely right.	I'm afraid I have to disagree with you.; I beg to differ.; Not at all; I see what you mean, however ...; Although you might be right about that, I don't believe ...

Activity 7

Personal answers.



READER

The Hunt Is On! | Part 5

Contents

- » A petition

Objectives

- » Write a petition for one of the characters in the story

Materials

- » Graded Reader – *The Hunt Is On!*
- » Computer lab or devices with internet access
- » Student Handbook, page 31

Class Plan

Beginning

Write "Flint," "Maximo," "Byte," and "Paloma" on the board. Elicit what happened to each character at the end of the book and write some key words next to their names. Ask students "Do you think these characters had a fair ending? Why or why not?" Allow them to discuss the question for a few minutes. Then describe the following scenario and ask them to discuss in pairs.

"Our story continues after they leave the island. Do you remember Morgan, Flint's sister? She is also in danger of going to jail. The police said she was an accomplice to Flint and Maximo's crimes, so she should also be responsible for what happened on the island. What do you think? Do you think she should pay for it, even though she was the one who reported Flint and Maximo to the police?"

Developing

Explain to students they are going to write a petition about Morgan. First, they need to pair up with a classmate who shares the same opinion – the petition will either defend Morgan, asking the authorities to let her free, or urge the police to hold her responsible for the crimes, just like Flint and Maximo.

Go over the characteristics of a petition with students (page 31 of their Handbook). Ask them to think about reasons that will reinforce their petition and make it stronger.

Have students write their text in pairs, but make sure each one have their own copy. Walk around the classroom monitoring their work.

After students have done their first draft, ask them to join another pair who shares the same opinion and swap their texts. The four students should then write one text using the ideas from the first draft that was written in pairs.

Ending

Have students read their petitions to the group and hear the feedback from their classmates. Write the following questions on the board and ask students to consider them in their evaluations:

- » Does the petition have a catchy title?
- » Does it state the reasons clearly?
- » Is it convincing?

Ask students to vote on the best petitions.

UNIT 2 • Social Media Addiction

Contents

- » An interview with Brooke and her parents about excessive use of technology

Objectives

- » Prepare to listen by thinking about the topic
- » Learn about Brooke's social media addiction and the impact of it on her family and social life
- » Reflect on the topic, thinking about your own social media behavior
- » React to the content of the audio/video and express opinion on the topic

Materials

- » Student Handbook, pages 238-239
- » Audio track

Class Plan

Beginning

Invite students to play a different catch-up. In small groups, ask them to quickly interview each other about their social media use and what they think about it. Then encourage them to share their thoughts and experiences to the whole group.

Developing

Activity 1

Have students read the questions from the activity. Clear up any vocabulary doubts. Pair students up and have them discuss their ideas. Explain to them they can use some ideas or information from the beginning activity. As they finish, ask the pairs to share their answers with the group.

Do a quick poll to know what students think about excessive use of cell phones and making cell phones the center of the world. Write their answers on the board.

Activity 2

Ask a volunteer to read the instructions and the sentences. Explain to them you will play the audio twice, the first one they should pay close attention to focus only on the information asked for in the activity. Play the audio for a second time and check the answers with the whole group.

Audio Script • Track 2.1

Reporter: Walk down any street, any mall, any hallway, everyone is bowing to their screen. Our devices are beeping, buzzing, begging us to swipe, like, love, tweet, retweet, send, reply, forward.

Brooke: Facetime, Snapchat, Instagram, Twitter, Tumblr, Vine, kik.

Reporter: This is Brooke, a California teenager. She's 15 years old now and a self-professed recovering cell phone and social media addict.

Reporter: How long was she on her phone each day?

Mother: When she got home from school, at like 3 o'clock, until she went to bed at 9.

Brooke: It was more.

Reporter: Brooke says she would be up until 4 o'clock in the morning and later.

Brooke: The second a text went off, the second someone Snapchats me or facetimes me, like, I always answered, and I always waited and waited and waited for someone to reply. It was like my heart, like, I couldn't put it down.

Reporter 2: Teenagers have always had this fear of missing out, but it's just mushroomed. It's nuclear.

Reporter: And Brooke's selfies reveal a troubling progression, imitating bad behavior she was exposed to online with her phone.

Mother: The more she started to change and act out, the more we started to really ...

Father: Clamp down.

Mother: Clamp down. And then that created anger.

Reporter: Brooke was always two clicks ahead of her parents, Jim and Stephanie.

Brooke: I was constantly making different accounts. I had, like, six accounts on Instagram. I had multiple Snapchats. I changed the usernames, the passwords. I would block them.

Mother: We took her phone. She'd go and buy someone else's phone.

Reporter: How were you so smart about all this?

Brooke: Honestly, I don't know. I just ... It was like they took my phone and I just panicked.

Reporter: Anytime her parents took the phone away, Brooke would go ballistic.

Mother: It was like a knock-down, drag-out fight, practically, to get that phone out of her hand. She would say that, "Without my phone, I have nothing."

Father: There was no relationship. We were just a means to provide her with food and shelter and money.

Reporter: And a phone.

Father: And a phone.

Mother: And a phone.

ABC News, "Three Different Families Struggle with the Excessive Use of Technology: Part 1," YouTube, May 20, 2017. Accessed November 29, 2019. <https://www.youtube.com/watch?v=X7b5HX6ieQ&feature=youtu.be>. Excerpt from 0:00 to 2:13.

Activity 3

Have students read the instruction. Make sure they understand what to do. Explain to them you will play the audio for them to check true or false. Check the answers with the whole group and write them on the board.

Activity 4

Arrange students into small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Draw students' attention to the main topics of each question. Allow

groups enough time to discuss their opinions. Walk around the classroom and note down interesting thoughts and ideas. After some time, open it to a whole class discussion.

Ending

Invite all the students to go to the board and write some social media tips together. Remind them to include positive statements and orientation on how to use social media in a healthy way.

Answers

Activity 1

Personal answers.

Activity 2

- Different kinds of social media;
- FOMO;
- The way a couple deals with their daughter's excessive phone use.

Activity 3

a) F; b) F; c) NM; d) T; e) T

Activity 4

Personal answers.

Lesson 3 | Part 2

Contents

- » Verb + **-ing** or verb + to + infinitive
- » Stress patterns

Objectives

- » Use verbs followed by a gerund or infinitive appropriately
- » Understand and practice stress patterns

Materials

- » Student Handbook, page 29
- » Audio track

Class Plan

Beginning

Write "How to use social media and the internet in a positive way" on the board. Ask students, in trios, to take turns listing as many different ways of doing so as possible.

Developing

Activity 8

Ask students to complete the sentence and, if you find it appropriate, play this bit of the audio track 10 again: "So to say that you don't use social media should not be a large social stance, it's just rejecting one form of entertainment for others, that should be no more controversial than saying 'I don't like newspapers, I like to get my news from magazines' or 'I prefer to watch cable series as opposed to network television series.'"

Activity 10

After students have completed the activity, ask them which verb in this activity is the only one that may be followed by both **-ing** or the infinitive (love).

Language Variation

Mobile phone is the British equivalent to the American variation **cell phone**. There are other differences in vocabulary between these two language variations, such as: sweets, autumn, flat, holiday, football, lift, and trainers, which are all British English and their corresponding American English words: candies, fall, apartment, vacation, soccer, elevator, and sneakers.

Extra Activity

Ask students to complete the sentences below with true information about themselves and their use of social media. After they do this, they can talk to three different classmates and provide more details about one or two of their sentences.

- » I've decided to ...
- » I don't think I'd be able to give up ...
- » I hope to ...
- » I love ...
- » I hate ...

Activity 11

Elicit words with three or more syllables and write them on the board with the corresponding stress pattern. Next, invite students to read the words in the activity out loud and consider which stress pattern is appropriate for each one. Finally, play the audio so students can check their answers.

Audio Script • Track 11

accidental	entertainment	fundamental
technology		political

Ending

Divide students into small groups and have them write down two sentences using VERB + ING and two other sentences using VERB + TO + INFINITIVE. All four sentences have to be about the internet world. After that, invite a volunteer from each group to read their sentences to the class.

Answers

Activity 8

a

Activity 9

The verbs say, hate, like, love, and prefer can be followed either by **-ing** or a to + infinitive. The difference in meaning is often small. The **-ing** form emphasizes the verb itself. The to + infinitive

puts the emphasis more on the preference for, or the results of, the action.

Activity 10

a) using; b) to unplug; c) to be; d) to spend/spending

Activity 11

Pattern 1: technology, political.

Pattern 2: entertainment, fundamental, accidental.

GRAMMAR

UNIT 2 • Verbs + Gerund or Infinitive

Contents

- » Verbs + gerund or infinitive

Objectives

- » Review and expand the grammar content from unit 2
- » Practice using gerunds or infinitives after verbs

Materials

- » Student Handbook, pages 219-220
- » A small ball
- » A dictionary (printed or online, optional)

Class Plan

Beginning

Have students sit in a circle. Choose one student to start the game. They will say a verb and then roll the ball to another student. This student will do the same. Set a time to do this activity. As they play, you can list the verbs they say on the board.

Developing

Activity 1

Have students look at the picture and ask them "What are they doing?", "If you want someone to stop doing something, what do you say?" Say "Stop [playing/talking/walking]." Students need to explain the meaning of each sentence and compare answers in pairs. Explain that they can take some notes instead of providing a complete written answer. Encourage them to discuss the difference in meaning in pairs.

Activity 2

Ask students to read the rubrics and the alternatives. Elicit what they need to do if necessary. Review the use of gerund or infinitive after certain verbs if needed. Check the activity with the whole group.

Activity 3

Ask students to look at the chart and read the sentences. They are going to complete each sentence with a correct verb of their choice. Explain that they need to pay attention to the context to choose a verb that makes sense. If students do not know the meaning

of some verbs in the chart, encourage them to help each other or look into a dictionary.

Activity 4

Ask students to read the sentences and correct them if necessary. Explain to them they can take a look at the chart on activity 3, if necessary. Have them compare the answers in pairs before checking the activity with the whole group.

Activity 5

Ask students to walk around the classroom, asking each other. When they find a classmate who answers a question affirmatively, they write their name. Encourage them to find different classmates for each question.

Ending

Ask students to share their findings from activity 5 with the group. Ask them to stand up in a circle. Throw the ball to a student and say a verb. This student should say another verb that could go after in the correct form (gerund or infinitive). For example, if you say "decide," the student might say "to study." Then this student throws the ball to another student and says another verb followed, and so on.

Answers

Activity 1

- a) He does not play video games anymore.
- b) He stopped something he was doing to play the game.
- c) He hasn't played the video game yet.
- d) He was not playing the video game, but she wanted him to play.

Activity 2

a; c; d; e

Activity 3

Suggested answers: it can be other verbs provided that it makes sense and follows the rule of **-ing** or infinitive.

a) to turn off; b) using; c) to research; d) buying; e) to not message

Activity 4

- a) They talked about building a computer lab at school.
- c) My brother expects to be a digital marketing expert in the future.

Activity 5

Personal answers.

UNIT 2

CLASS

Lesson 4 | Part 1

Contents

- » Petition
- » **Want** vs. **would like**
- » Linking words

Objectives

- » Read extracts from petitions and match them with the corresponding title
- » Understand the difference of register between **want** and **would like**
- » Practice using linking words

Materials

- » Student Handbook, pages 30-31
- » Slips of paper

Class Plan

Beginning

Write "How to use social media and the internet in a positive way" on the board. Ask students, in trios, to take turns listing as many different ways of doing so as possible.

Developing

Activity 5

To help students experiment with the difference in intention and politeness, invite them to use **want** and **would like** with the following sentences:

- » I _____ to open the window.
- » I _____ a sandwich.
- » I _____ to talk to you.

Activity 7

Before students do this activity, write "Addition/Cause/Contrast" on the board and elicit linking expressions for each one. Draw students' attention to the position of these words in a sentence and explain that **furthermore**, **in addition**, and **however** are most frequently used in the beginning of a sentence and are followed by a comma. Explain to them that in more formal texts **but** and **because** should be used in the middle of a sentence.

SEL: Consider Others

Invite students to make references to the petitions in activity 2 when discussing the question in this box.

Ending

Write down on slips of paper five petition titles, three of them being true existing petitions and two being new ideas for petitions. Ask students to guess which of them are the real petitions and which are not.

Real existing petitions:

- » UK Government and Parliament, "Teens Need 8 to 10 Hours of Sleep. School Should Start at 9:00 or 9:30": <http://ftd.li/w72e3f>;
- » Care2 Petitions, "Florida Can Help Save Our Coral Reefs by Banning Harmful Sunscreens": <http://ftd.li/fe6j49>;
- » Care2 Petitions, "Join the Fight Against Plastic Pollution": <http://ftd.li/udy6yr>.

Fake petitions:

- » Stop Eating Sugar and Save the Amazon Rainforest
- » Save Kids and Teens from Internet Addiction

Answers

Activity 1

b

Activity 2

- a) Allow ads for breastfeeding products on Instagram (4)
- b) Stop hate speech on social media (1)
- c) Encouraging the social media generation to behave more responsibly outdoors (3)
- d) To remove permanently fake profiles (2)

Activity 4

- a) want
- b) would like

Activity 5

Want sounds more demanding and less polite than **would like**.

Activity 6

People tend to use **want** because it sounds more convincing.

Activity 7

- a) Addition: furthermore, in addition
- b) Cause: because, therefore
- c) Contrast: but, however

SPEAKING

UNIT 2 • The Internet and Social Media

answer them individually. Allow them some time to complete the activity.

Contents

- social media

Objectives

- Review and expand the
- Talk about social media
- Express opinions

Materials

- Student Handbook, pages 259-260
- Pictures of logos of the different social networking websites (e.g., Facebook, Instagram, Twitter, YouTube, Snapchat, TikTok, etc.)

Class Plan

Beginning

Show students the pictures of the social media logos and ask them "What are they?", "What do they represent?" Listen to their ideas and ask them if they have an account on any of those platforms. Also, ask them why we usually access these sites. Listen to their ideas and write some key words on the board.

Developing

Activity 1 – Preparation

Have students read the questions and answer any doubts. They should reflect on these questions and

answer them individually. Allow them some time to complete the activity.

Activity 2 – Interaction

Explain to students that they are going to find out how their classmates use social media. They should walk around the classroom and interview as many classmates as possible. Set a time limit for the interviews.

Activity 3 – Interaction

Have students read the questions and conduct a class discussion on the topic. Encourage their participation. Suggest that they use the expressions for agreeing and disagreeing they have learned.

Ending

Ask students "What conclusions can you draw about social media?", "How does social media change behavior negatively?" Explain to them that several studies have found an association between increased social media use and depression, anxiety, sleep problems, etc. Ask them if they agree or disagree and to give some personal examples if possible.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 and 3 – Interaction

Personal answers.

Lesson 4 | Part 2

Contents

- » Petition

Objectives

- » Write a petition concerning the use of social media at school

Materials

- » Student Handbook, page 31

Class Plan

Beginning

Ask pairs to write a list of two humanitarian causes they would endorse by signing a petition. Have them share their causes with another pair of students.

Developing

Activity 9

Ask students to read the instructions carefully and decide, in pairs, the petition they are going to work on. Remind them to create a strong headline which expresses the main idea of their petition and to make sure the paragraphs are easy to read and not too long. When they finish their petitions, invite them to swap texts with another pair and give each other feedback on

content. If necessary, allow students some more time to write a second draft for you to give them content and language feedback.

Fine-tuning

If you find it more appropriate for the group, brainstorm with the whole group some possible and interesting topics for a petition and allow students some time to choose the one they find most compelling for them. Before they split up into pairs to write their petitions, invite them to take down some ideas they may use in their text.

Ending

Ask students to sit in small groups and read their petitions without saying the title. When they finish reading, the rest of the group tries to guess the title and give feedback on the visual representation. They should then discuss if they would sign the petition or not and why, and how it relates to the general theme of the unit.

Answers

Activity 8


a; b; d; e

Activity 9

Personal answers.

CLIL

UNIT 2 • Does Everyone Have Access to the Internet?



Contents

- » Social inequality and internet access
- » Graphic ways to represent data: thematic maps, anamorphic maps, bar charts, pie charts

Objectives

- » Read and interpret maps and graphs about internet access
- » Formulate hypotheses to explain social inequality through internet access

Materials

- » Student Handbook, pages 181-183

Class Plan

Beginning

Ask students how many of them have internet access at home and on their cell phones. Ask them if they know anyone who does not have it. Talk to the group about the usefulness of having access to the internet and the frequency they use it. Also, you can ask them "What do you use the internet for?", "What would you do if you didn't have internet access?", "How often do you use the internet?"

Developing

Activity 1

Explain to students you are challenging them to identify a key term for this class. They have to read the definition, check the number of missing letters and, with the help of the initials, figure out the term. If necessary, allow them to work in pairs to help one another. Otherwise, they can do it individually and check answers in pairs. Elicit the correct term and read the whole definition with them to clarify it. Elicit some examples of **social inequality** from the group to illustrate the concept.

Activity 2

Explain to students that the terms are connected to the topic of the class. Have them do the matching activity individually and then check in pairs before the correction

with the whole group. After checking the activity, practice the pronunciation of each term with students.

Activity 3

Explain to students that social inequality is measured in different ways. Access to resources, such as the internet, is one way to do so. In this activity, students are expected to make some predictions in order to get them to activate their background knowledge of the topic. Some opinions have been provided to help them express themselves; however, we suggest that you encourage them to write their own ideas. Ask students to underline, in the sentences provided, the parts that we use to express opinions ("I'm pretty sure ...", "I believe that ...", "I would say that ...", "I'm not sure, but ..."). It can help them to formulate their own views. Help them understand the different degrees of certainty in the expressions. Let students work individually; first, to formulate their opinion and then, to share it with their classmates. Collect feedback from some students.

Activity 4

Ask students to check if their predictions in activity 3 are realistic. Help them identify the two axes (geographic regions and percentages). If necessary, address them to the definition of **internet penetration** in activity 2. Have them work in pairs to talk about the results and their predictions. Collect feedback from some students to check if their predictions were acceptable.

Activity 5

The objective of this activity is to help students formulate hypotheses to explain the graph in activity 4. For that, they will use their previous knowledge of the world. Remind them that they are talking about social inequality. Encourage them to work in pairs and write down their hypotheses using the structure provided as an example. You can tell them that the comparative and superlative forms will be useful in this case.

Activity 6

Show students the maps to help them interpret the graph Internet World Penetration Rates in activity 4. Allow them some time to explore both maps first. Have them read the titles and captions, and the physical layout of territories.

Organize students into groups of three or four and ask them to check if the hypotheses they wrote in activity 5 are illustrated in one of the maps. If necessary, address students to activity 2 to recall the key terms.

Activity 7

The objective of this activity is to systematize the concepts of visual and graphic data representation. Show students the previous examples (bar chart, thematic maps, and anamorphic maps). Have students match the answers individually and then collect feedback.

Activity 8

Introduce to students the fourth graphic data representation. Have them look at the pie chart and identify what it focuses on. Point to the fact that the percentages vary greatly if this graph is compared with the bar chart in activity 4. Let them consider different factors that could explain such differences. For example, how come Asia has only 53.6% internet penetration if it has 50% of world internet users? Encourage students to compare and contrast the different maps and graphs they have analyzed in this class and reflect on social inequality.

Extra Activity

Show students the following video tutorial (or part of it) about making graphs using Google Spreadsheets. They may also work collaboratively.

► Learn Google Spreadsheets, "Google Sheets Charts/ Graphs Tutorial": <http://ftd.li/djndyz>.

Ask students to research internet access worldwide and create graphs based on the data they collect. They can create a shared document where they can exhibit their charts and present them to the whole group. The following link may be useful.

► Simon Kemp, "Digital 2019: Global Internet Use Accelerates": <http://ftd.li/xghwwwb>.

Ending

Activity 9

Talk to students about the frequency and usefulness of using these kinds of maps and graphs to reflect on sociopolitical issues. Address them to the title question of the class and have them answer it based on the maps and charts studied. Elicit contributions from different students.

Answers

Activity 1

Social inequality

Activity 2

I. e; II. d; III. a; IV. c; V. b

Activities 3 to 6

Personal answers.

Activity 7

I. c; II. a; III. b

Activity 8

Suggested answer:

Students may say that since Asia is the most populous continent in the world (4,641,054,775, in 2020) it can be expected to have more internet users in comparison to the rest of the world. However, internet access seem to be restricted to some groups of society. Therefore, it may be a case of social inequality.

Activity 9

Suggested answer:

Students may say that these are useful ways to represent social data and make people aware of the extension of some problems, such as the internet access, wealth distribution, spread of diseases, etc.

STEAM

UNIT 2 • Memes

Contents

- » Memes and online comments
- » FOMO
- » Suggestions for internet use
- » Language for agreement and disagreement

Objectives

- » Design a meme
- » Develop digital and visual literacy
- » Write in a register appropriate for the internet
- » Agree and disagree

Materials

- » Computer lab or devices with internet access (preferably)
- » Meme-generator apps (optional)
- » A selection of popular memes (printed or to be projected)
- » Sheets of paper, markers, tape or glue sticks, sticky notes, a selection of printed-out pictures from pop culture (optional, if smartphones, tablets, or computers are not available)

Class Plan

Beginning

Show students a few popular memes and ask them to explain the message. Have them share what kind of memes they like and what makes them worth sharing. Guide them in noting the kind of language used – typical expressions, adapted quotes from popular culture, pairing of words and images, tone, etc. Make a list of common meme expressions on the board.

Tip

A **meme** is a cultural idea or type of behavior that is passed from one individual to another, usually by imitation. A tune, a catchphrase, a globally-recognized image, or ideas about humanity and the universe are memes. Evolutionary biologist Richard Dawkins first used this term to define a replication without chemistry – a replication of ideas. This is not too different from what we now know as an internet meme – an image with that is text not original to the source, presenting an often-humorous idea and/or a cultural message intended to be replicated and shared quickly.

Developing

Organize students into pairs and challenge them to create their own meme, based on the idea of FOMO or on their own ideas for how the internet should be used (like a manifesto in a single meme).

If using computers or digital devices, there are many free meme generator websites and apps. Be sure to preview and test first, to make sure the content is appropriate. If using paper, have a collection of printouts of pop culture icons and popular meme photos. Students can write their text on another piece of paper before attaching it to the image, likely on both the top and bottom. They may even decide to alter the image by cutting or adding something to it.

Have a brief discussion about what makes an appropriate image to share in a meme, making sure students know to stay far away from making fun of people with disabilities, anything that could be hurtful to a race or ethnic group, and other things that might be triggering to people with trauma or otherwise inappropriate. Conduct a discussion with students about image rights and have them think if it is OK to use the picture of a person in a meme and why.

Go Further

You find more information about memes and copyright laws at the following links.

- » Intellectual Property Office, "What Are Image Rights": <http://ftd.li/6czkaj>;
- » Vicky Ludas Orlofsky, "Memes, Fair Use, and Privacy": <https://ftd.li/e7zxuf>.

Monitor students' works and give feedback, helping them choose the best words and register for their meme. Encourage them to check spelling (they can use a spell checker if working digitally) and also capitalization. Remind them that even though memes are informal, it is always a good idea to proofread our texts to avoid typos.

Ending

Depending on the resources being used, students can post their memes in a shared document or online platform. Or they can simply display the image in the

classroom. Have pairs post comments on their classmates' memes, using some of the language they learned for agreement and disagreement. Make sure they include a reason why they agree or disagree. If working on paper, comments can simply be made on sticky notes and attached to the wall near the image. Allow students to keep the conversation going by leaving "the comment section" open for as long as they are interested.

Go Further

- › Sharon Serano, "5 Ways to Use Memes with Students": <https://ftd.li/au22mt>;
- › James Gleick, "What Defines a Meme?": <http://ftd.li/ubuebw>.

REVIEW

Units 1-2

Contents

- » Video script
- » Word formation: verb into noun and **-ing** noun
- » **May, must, might** (opinion/advice)
- » Genitive case ('s)
- » Quote
- » Verbs: **-ing** and infinitive

Objectives

- » Revise content from units 1-2
- » Create a video script
- » Revise countable and uncountable nouns
- » Learn about word formation
- » Reflect on how to avoid logical fallacies
- » Revise the use of **may, must, and might** for opinion or advice
- » Revise genitive case ('s)
- » Understand how to use the correct form of the verb (**-ing** or infinitive)

Materials

- » Student Handbook, pages 92-93

Class Plan

Beginning

Write some nouns on the board in anagram form (swimming, learning, beauty, safety, action, achievement etc.). Invite students to try to unscramble the letters in small groups. As the groups finish, ask them to make sentences with these nouns and write them down on their notebooks. Give them 3 minutes.

Developing

Unit 1

Activities 1, 2, and 3

Encourage students to work in small groups. Invite a volunteer to read the instructions. Give students enough time to do the three activities. Walk around the classroom giving help, suggestions, and vocabulary. Draw a table on the board to place all suffixes used in the activities, including the ones from the Beginning activity. As the groups finish, check the answers with the whole group. After that, with students help, place each noun in the right column.

-ing	-ion	-ty	-ment
swimming, learning	action	safety, beauty	achievement

Draw students' attention to noun formation. Tell them **-ing** nouns are almost always uncountable.

Activity 4

Have students read the instruction. Allow them a few minutes to do the activity.

Activities 5 and 6

Ask students to work in pairs to create a video script. Go over the instruction and make sure everyone understands how to write a video script, drawing their attention to the main characteristics. Give them 10 minutes to do the activity. Walk around the classroom and help them when necessary. As students finish, ask them to exchange their video scripts with other pairs to analyze what is similar and what is different. After some time, open it to a whole class discussion.

Unit 2

Activities 1, 2, and 3

Have students read the instructions. Allow them a few minutes to do the activities. Check their answers and write them on the board.

Activity 4

Have students work individually. Ask a volunteer to read the instruction. Give them enough time to do the activity.

Ending

Ask students to share their quotes with the whole group. Then invite them to vote which quote they think are more interesting and tell why.

Answers

UNIT 1

Activity 1

a) U; b) C; c) U; d) U; e) U;
f) U; g) U; h) C

Activity 2

It is necessary to add **-ing**:
identifying, reasoning,
speaking, thinking.

Activity 3

Possible answers: arguing,
discussing, disagreeing,
agreeing, writing, listening,
studying, learning.

Activities 4, 5, and 6

Personal answers.

UNIT 2

Activity 1

a) Children's; b) Sandra and
Marina's; c) Luis's/Luis'

Activity 2

a; b; c

Activity 3

a) to end; b) feeling,
touching, loving

Activity 4

Personal answers.

ASSESSMENT

CLASS

Units 1-2

Contents

- » Content from units 1-2

Objectives

- » Assess what students have learned in units 1-2

Materials

- » Test available at Iônica
- » Extra activities (optional)
- » Readers (optional)

Class Plan

In Advance

- » A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.
- » Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.
- » Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.
- » Check if you will need sound equipment and make the necessary arrangements.
- » Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English proficiency

level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about your students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

- » For formative assessment ideas, visit <https://ftd.li/ut8gpg> and <https://ftd.li/nbbfso>.
- » Read about the difference of summative and formative assessments at <https://ftd.li/pogkj6> and <https://ftd.li/rvaei5>.

Classroom Management

- » Answer questions students may have about the instructions.
- » If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- » Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.
- » During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.
- » If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while all students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

Ending

Dismiss students after they have completed all the test sections.

Tip

After scoring the tests, give feedback to students about the parts they did well and the parts they need to improve as a whole group and individually. For such, you may use the mental and written notes you have taken during the test and write a report card for each student with some personal notes on their performance.

MUSIC

Songs with a Story

Contents

- » Songs with a story

Objectives

- » Develop listening skills for general comprehension
- » Write the final verse of a song

Materials

- » A song whose lyrics contains a storyline (suggestions: "Lava," by Disney Music; "Memory," by *Cats* musical)
- » Lyrics of the chosen song (to be projected or a copy per pair or trio of students)
- » Dictionaries (printed or online)
- » Projector

Class Plan

Beginning

Ask students if they like songs that tell us a story. Encourage them to justify their answers. Ask them for some examples of these songs and list them on the board.

Developing

Explain to students they are going to listen to a song that tells a story. Play the song once and ask them to pay attention to the lyrics. Have them discuss what they got from the song in pairs. They can take some notes if they want. Play it again and have students talk about their impressions of the song and the story with another classmate.

Project the lyrics or hand out copies to pairs or trios of students. Play the song once more and have them follow the lyrics.

Open a whole class discussion on the story in the song and answer any language questions. Ask students if they like the song and encourage them to participate.

Focus on the part of the lyrics that shows the "ending" of the story. For example, for the songs suggested, it would be these verses.

"Lava," by Disney

That you'll grow old with me, and I'll grow old with you
We thank the Earth, sea, and the sky we thank too

Disney Music, "Lava", accessed April 29, 2020,
<https://www.allthelyrics.com/lyrics/disney-pixar-lava>.

"Memory," by Cats

Touch me, it's so easy to leave me
All alone with the memory
Of my days in the sun
If you touch me you'll understand what happiness is
Look, a new day has begun

Webber, Andrew Lloyd, "Memory," *Cats* Musical, accessed April 29, 2020, <https://www.allmusicals.com/lyrics/cats/memory.htm>.

In pairs, ask students to write a different ending to the story in the song. But they should try to keep the same structure and rhymes. Allow them some time to write their endings. Walk around the classroom, monitor, and help them as needed. Allow students to use dictionaries and access the internet to get ideas, if possible.

Ending

Have the pairs share their productions with the whole group. Ask them which ending is most interesting, funniest, saddest, etc. Have them compare with the verses from the original song and choose the best ending. Students can sing their verses if they feel comfortable about doing so.

Unit 1

Contents

- » Content from unit 1

Objectives

- » Assess what students have learned in unit 1
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- » Audio track available at lônica

Class Plan

In Advance

A few days before:

- » download the exam from lônica and have copies made;
- » read the Exam Guidelines available at lônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening, and Speaking.** Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 2

Contents

- » Content from unit 2

Objectives

- » Assess what students have learned in unit 2
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at Iônica
- » Audio track available at Iônica

Class Plan

In Advance

A few days before:

- » download the exam from Iônica and have copies made;
- » read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts:

Reading and Writing, Listening, and Speaking.

Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

Unusual Things

Contents

- » Modals verbs (**may, must, might, should**)

Objectives

- » Consolidate the use of modal verbs to give suggestions, make deductions, and talk about probability
- » Share personal information and experiences

Materials

- » A4 sheets of paper (optional, one per student)
- » A stopwatch

Class Plan

Beginning

Review modal verbs with students. Remind them that **modal verbs** are auxiliary verbs that add meaning to the main verb. Draw a table on the board with these column headings: "Give suggestions," "Make deductions," and "Probability." Ask students for examples of use and take notes on the board. Encourage students' participation. Provide them with some situations (e.g., "I'm not feeling well," "I think I'll go to the beach this weekend, but I'm not sure") if necessary.

Explain to students that they are going to play a game about modals.

Developing

Ask students to think of not so usual things they have already done (e.g., climb a mountain), unusual things they would like to try (e.g., jump out of a plane), and unusual things they would never do (e.g., eat escargot). Encourage them to think of unusual,

incredible, and uncommon activities (otherwise, the game gets too obvious).

Hand out a sheet of paper to each student or ask them to write in their notebooks. Ask them to come up with a list of two unusual things they have done, two things they have never tried before but would like to do, and two things they would never do. Explain that they need to write these activities in random order. Their classmates will need to find out which is which.

Tip

Give students some personal examples. Write three things on the board (e.g., go to a desert island, shark cage diving, South Africa). Ask them to try to guess which of these things you have done, would like to try, and would never do. After they give some ideas, you can say, for example, "I have been to South Africa, I would love to spend my vacations on a desert island, but I would never try shark cage diving."

When students are done, get them to work in pairs and exchange lists. Use a stopwatch to time the game. Each pair has no more than 3 minutes to read each other's lists and try to guess what things their classmate has already done, the activities they would like to do, and the things they would never do. Encourage them to say their guesses using the right modal verbs; they can also give suggestions. After they guess, their classmate says if they are right or not. Then they switch roles.

The student scores one point for every guess they get right. The student who guesses most activities correctly wins the round. Continue the game by organizing students in different pairs.

Ending

Encourage students to share some information they have learned about their classmates with the whole group and to use the modal verbs as appropriate.

UNIT 3

CLASS

Lesson 1 | Part 1

Contents

- » Lifetime kindergarten
- » Essay
- » Biography
- » Creative thinking

Objectives

- » Discuss the importance of kindergarten learning
- » Read an essay about kindergarten learning experiences for gist and main ideas

Materials

- » Student Handbook, pages 34-35, 166

Class Plan

Beginning

Play Hangman with the phrase **always a learner**. When students guess the phrase, ask them to look at the images on pages 32 and 33, describe them, and guess what they will be talking about in this unit in small groups. After a few minutes, ask some volunteers to share their opinions.

Developing

Activity 1

Invite students to talk about the different levels of schooling they have attended and what they remember about them. Next, ask them to get the stickers from the end of the book and put them in the appropriate order.

Tip

You can tell students that children go to elementary school when they are 6 years old and after 5 years they move on to secondary school, which consists of two programs: middle school and high school. The article "Understanding the American Education System" has detailed information on the school levels in the US: <https://ftd.li/heqjy9>.

Activity 3

Address students to the TIP box. Ask them to read the definition of **word cloud** and, if necessary, show them models of word clouds. Next, form two or three groups and ask students to compare their words from activity 2. Then ask the groups to represent them graphically as a word cloud. If you find it appropriate, have students use an online tool, such as Word It Out: <https://ftd.li/i2jcsj>. Instruct them to type the words as many times as they have written them. If you prefer to do this as a whole class activity, you can use interactive presentation software, such as Mentimeter: <https://ftd.li/inxr8i>.

Activity 5

Explain to students they are going to read an essay about the questions discussed in the previous activity and elicit some characteristics of essays: it is a more academic genre; it begins with a thesis statement which is developed throughout the text; the conclusion restates the thesis statement using different words; it is an argumentative and persuasive type of text; the author uses arguments and facts to support an opinion; the language used is more formal; verbs are mostly in the present tense.

Activity 6

After checking students' answers, ask them if they agree that playing is a good way to learn. Next, invite students to read the information in the yellow box.

Ending

Invite students to close their eyes and go back to their kindergarten times. Tell them to remember the things they used to do at school that they do not do anymore. After a while, ask them to write five of their own characteristics that changed from that time to nowadays as students. Then have them stand up, share their lists with their classmates and identify similarities on their lists. Example: I used to be scared of going to the restroom alone.

Answers

Activity 1

Correct order: kindergarten, elementary school, middle school, high school, and university.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Personal answers.

Activity 5

- a) Yes, they develop and refine children's abilities to think creatively and work collaboratively.
- b) The author doesn't state that directly, but the question "why do we rarely support it in classrooms?" suggests that it doesn't change later.
- c) Yes, but we need different tools.

Activity 6

- a) T; b) T; c) F; d) T

Lesson 1 | Part 2

Contents

- Present perfect
- Biography

Objectives

- Understand and practice the use of the present perfect

Materials

- Student Handbook, page 35
- Pieces of paper

Class Plan

Beginning

Ask students to choose a person from their family and talk about what this person has been doing lately, using the following structure: subject + **have/has** + past participle + complement. Have them share their sentences in trios.

Write some examples on the board, such as

- My father has been cooking really well lately.
- My mother has been working a lot these days.
- My brother has been playing video games less this past month.

Developing

Activity 8

After checking students' answers, invite them to find other examples of present perfect in the yellow box.

Activity 9

Elicit other irregular past participles and write them on the board.

Activity 10

After checking students' answers, allow them some time to look at the Grammar pages at the end of the book.

Ending

Ask students to copy and complete the sentence "I've always been interested in ..." on a piece of paper and make a paper ball with it. They can then throw it on the floor in the middle of the classroom, mix them, and pick one up. The aim is to guess who wrote the sentence they have in their hands.

Answers

Activity 7

- a) Sometime in the past.
- b) Yes

Activity 8

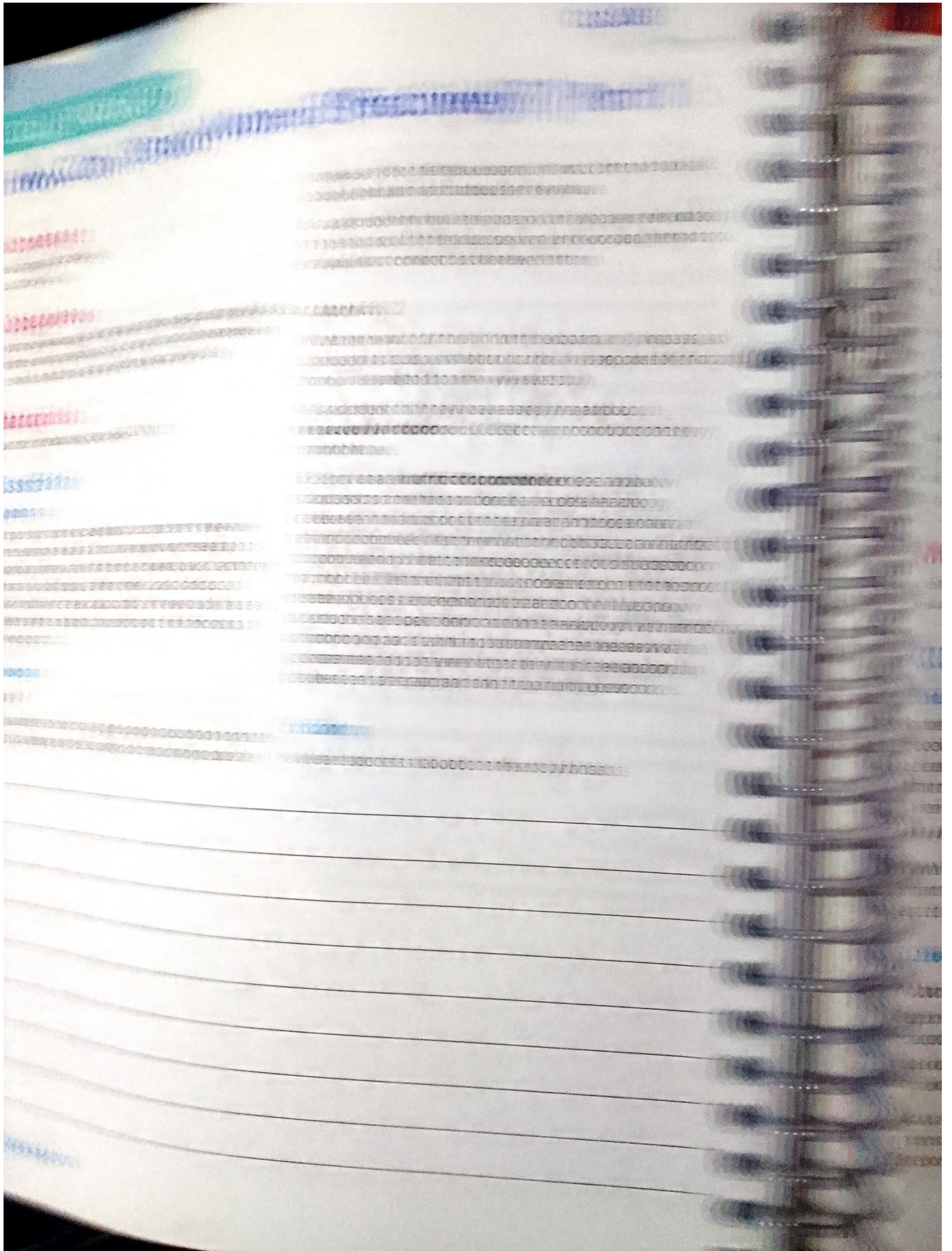
- a) events in our life; b) not interested; c) connected

Activity 9

Infinitive	Past participle
be	been
write	written
go	gone
buy	bought

Activity 10

- a) gone; b) written; c) bought; d) been



UNIT 3 • Kindergarten Memories

Contents

- A TED Talks video on a Japanese kindergarten designed by architect Takaharu Tezuka

Objectives

- Prepare to listen by seeing photos and thinking about the topic
- Learn about a new kindergarten concept designed by architect Takaharu Tezuka
- Reflect on the topic, thinking about your school
- Connect the topic of the video to reality and reflect on the ideas presented in the audio
- Demonstrate comprehension of general and specific information
- React to the content of the audio and express opinion on the topic

Materials

- Student Handbook, pages 240-241
- Audio track

Class Plan

Beginning

Invite students to play Finish the Thought. Write the beginning of some sentences on the board, like the one below, referring to their memories from kindergarten time or first grade. As students come into the classroom, invite them to tell you endings that are true for them.

- My kindergarten was amazing. There we could ...

Write students' answers on the board splitting them into categories, like activities, teachers, infrastructure etc., for later.

Developing

Activity 1

Explore the photos of the kindergarten by asking questions such as:

- Looking at photo 1, what do you think about the building? Does it look like a school or a kindergarten?

Ask students to read the instructions and do the activity in pairs. Allow them time to think about the questions. Encourage them to express their opinions. Monitor the

activity and help them when necessary. As they finish, ask the pairs to share their answers.

Activity 2

Have students read the instructions. Explain to them you are going to play the audio twice: a first time for them to check true or false and a second time to underline which they think is not accurate according to the audio and replace it by the correct information. Check the answers with the whole group and write them on the board.

Audio Script • Track 3.1

Ok. This is a kindergarten we designed 2007, and we made this kindergarten to be circle. It's a kind of endless circulation on top of the roof. And if you are parents, you know that kids love to keep making circles. And this is how the rooftop is looking like. And why are we designing this? The principal of this kindergarten said "No, I don't want a handrail." I said "It's impossible." But he insisted: "How about having a net sticking out from the edge of the roof? So that it can catch the children falling off?" I said "It's impossible." And of course, government official said "Of course you have to have handrail." But we could keep that idea around the trees. There are three trees popping through. And we are allowed to call this rope as a handrail. But of course, rope has nothing to do with them. They fall into the net. And you get more, and more, more. Sometimes 40 children are on the tree. The boy on the branch, he loves the tree so he is eating the tree.

TED. "The Best Kindergarten You've Ever Seen." YouTube. April 14, 2015. Accessed December 3, 2019. <https://www.youtube.com/watch?v=J5jwEyDaR-0>. Excerpt from 0:16 to 1:49.

Activity 3

Address students to the activity. Ask a volunteer to read the instruction and the sentences. Explain to them you are going to play the audio twice: a first time for them to do the activity and a second time to double-check their answers. Check the answers with the whole group and write them on the board.

Audio Script • Track 3.2

This kindergarten is completely open, most of the year. And there is no boundary between inside and outside. So, it means basically this architecture is a roof. And also there is no boundary between classrooms.

► So, there is no acoustic barrier at all. When you put many children in a quiet box, some of them get really nervous. But in this kindergarten, there is no reason they get nervous. Because there is no boundary. And the principal says if the boy in the corner don't want to stay in the room, we let him go. He will come back eventually, because it's a circle, it comes back.

TED. "The Best Kindergarten You've Ever Seen". YouTube. April 14, 2015. Accessed December 3, 2019. <https://www.youtube.com/watch?v=j5jwEyDaR-0>. Excerpt from 2:53 to 3:45.

Activity 4

Encourage students to work in pairs or small groups and address them to the activity. Invite volunteers to read the questions and help with language if necessary. Allow them enough time to discuss their opinions. Walk around the classroom giving help, suggestions, and vocabulary.

Ending

Set up a class discussion on different schooling concepts based on what they have discussed on activities 1 and 4 and their own experience as students. Walk around the classroom to help them if necessary. Set up a five-minute time limit. After that, ask them to summarize the groups discussion and tell it to the whole group.

Answers

Activity 1

Personal answers.

Activity 2

a) F; b) T; c) F; d) T; e) F

Activity 3

a) can; b) aren't; c) more nervous; d) positive

Activity 4

Personal answers. Point out to students that Tezuka's pronunciation and grammar are not standard. You can ask them if they were able to understand Tezuka's message, and if they thought his mistakes were a problem in that context.

Lesson 2 | Part 1

Contents

- » Survey
- » Have you ever ...?

Objectives

- » Listen for main ideas in a survey
- » Understand the use of Have you ever...? questions

Materials

- » Student Handbook, pages 36-37
- » Audio track
- » A soft ball or an empty pencil case
- » A song
- » A pen and a pencil

Class Plan

Beginning

Explain to students they are going to play Hot Potato and ask them to form two or three big groups. Give each group a soft ball or, alternatively, an empty pencil case. Tell them that you will play a song of their choice and they should gently pass the ball/pencil case to the classmate on their left. Explain that you will pause the song every now and then. Whenever you pause it, the student holding the ball/pencil case should say something that they loved learning or would like to learn at some point in their life.

Developing

Activity 1

With books closed, ask students to get a pen and a pencil. Explain that you are going to say five sentences and they have to copy them, like a dictation. If they agree with what you say, they should use the pen. If they disagree, they should copy the sentence using the pencil. After students have copied the sentences, ask them if they have any questions related to spelling and to rewrite the sentences in pencil expressing their own opinion. Students can then compare their answers.

Tip

A **meaningful dictation** like the one proposed in activity 1 allows students to focus on what you are saying at the same time as considering how to spell some words. To encourage them to pay attention to what you are saying, tell them that you will read each sentence twice. The first time, they should listen to the whole sentence

before attempting to write it down. Allow them some time to write the sentence and read it again for them to complete or confirm what they have already written.

Activity 2

Audio Script • Track 12

Lindsay: Hi, Ceri, can I ask you some questions?

Ceri: Sure, I'm free at the moment.

Lindsay: Do you enjoy school?

Ceri: Well, to be honest ... not really. I feel guilty because my mom is a teacher, but I think it's boring.

Lindsay: Do you like learning new things?

Ceri: Oh yes, I do, just not at school! I watch videos online and they teach me how to draw.

Lindsay: What's your favorite subject?

Ceri: Ummm, probably Art because I love creativity. Some of my friends hate it which is really strange to me.

Lindsay: Have you ever thought about going to university?

Ceri: Yeah, but I don't know if I want to. My parents are desperate for me to go though!

Lindsay: Have you ever dreamed about what you will do for a career when you are older?

Ceri: I want to be an illustrator or graphic designer.

Lindsay: Thanks for your time.

Ceri: You're welcome!

Lindsay: Hi, Shaun, can I ask you some questions?

Shaun: Sure, okay.

Lindsay: Do you enjoy school?

Shaun: I love it! I know that's not a cool thing to say, but I don't care. I'm puzzled why anyone doesn't enjoy it.

Lindsay: Do you like learning new things?

Shaun: Yes, it's a passion of mine. There's nothing like learning a new skill or piece of knowledge.

Lindsay: What's your favorite subject?

Shaun: It used to be maths, but nowadays I'm really interested in science. Just don't tell my maths teacher – awkward!

Lindsay: Have you ever thought about going to university?

Shaun: Yes, definitely. I'm going to study engineering.

Lindsay: Have you ever dreamed about what you will do for a career when you are older?

Shaun: I think I'll be an engineer or an architect.

Lindsay: Thanks for your time.

Shaun: My pleasure!

Lindsay: Hi, Nikki, can I ask you some questions?
 Nikki: Okay.
 Lindsay: Do you enjoy school?
 Nikki: Ummmmm, it's okay, I guess.
 Lindsay: Do you like learning new things?
 Nikki: I don't mind, it's cool if it happens but I'm not
 ashamed to say it's not my main interest.
 Lindsay: What's your favorite subject?
 Nikki: I quite like English, the teacher is really nice.
 Lindsay: Have you ever thought about going to
 university?
 Nikki: Yes, I suppose I'll go, but I have a lot of time
 to decide.
 Lindsay: Have you ever dreamed about what you
 will do for a career when you are older?
 Nikki: I'm not sure yet. I don't want to decide too
 early and get stuck doing something I don't like.
 Lindsay: Thanks for your time.
 Nikki: No worries.

Language Variation

Some typical pronunciation features of Australian English are: it is common to drop the final sounds in words, such as the /t/ in **what** or the /g/ in **learning**; words ending with the letter r, like **ever** or **career**, sound more like ah (/evah/ and /careeah/); and words spelled with a double o, such as **school** and **pool**, sound more like ew (/schew/ and /pew/).

Activity 3

Invite students to look at the images and say how they relate to the audio they have just listened to (Lindsay was doing a survey). Next, allow them some time to put the images in order.

Activity 5

After checking students' answers, address them to the Tip box. Talk to students about different ways of showing someone that we are paying attention to them, such as our body language and short interactive phrases.

Activity 6

Ask students how good their memory is and elicit the questions in the survey. If they cannot remember, say key words from each one: school, new things, subject, going to university, and career.

Activity 8

Draw students' attention to the use of **been** as the past participle form of **go** in sentences like "Have you ever been to Chile?"

Tip

Learning irregular verbs is important and there are some patterns that help students memorize irregular verbs. If you find this relevant for the group, invite them to visit the following website: <https://ftd.li/2so55k>.

Ending

Play Have You Ever ...? game. Elicit and write on the board ten verbs to be used during this activity. Have students sit down in a circle and ask for a volunteer to start the game by picking a verb from the board and using it to ask a "have you ever" question to the group, such as "Have you ever seen a whale?" or "Have you ever had tomato soup?" Instruct all students who have done what is being asked to stand up, otherwise they remain seated. Play a few rounds each with a different student asking the question.

Some verbs you can use: done (do); seen (see); had (have); made (make); wanted (want); tried (try); felt (feel); played (play); eaten (eat); gone (go).

Answers

Activity 1

Personal answers.

Activity 2

- a) enjoy; Yes; Yes
- b) like; Yes; Yes; Don't mind.
- c) is; Art; Science
- d) thought; Yes; Yes; Yes
- e) dreamed; An illustrator or graphic designer.; Don't want to decide too early.

Activity 3

- a) 2; b) 5; c) 4; d) 1; e) 3

Activity 4

Possible answer: Polite and respectful.

Activity 5

She makes sounds to show that she is listening.

Activity 6

Present simple and present perfect.

Activity 7

have you ever; past participle

Activity 8

- a) been; b) felt; c) seen; d) wanted

Lesson 2 | Part 2

Contents

- » Feelings adjectives
- » Survey

Objectives

- » Understand and practice using "uncomfortable" feelings adjectives
- » Participate in a survey about learning
- » Create a survey and take notes on answers

Materials

- » Student Handbook, page 37

Class Plan

Beginning

Explain to students they are going to play Name Seven game. Divide students into two groups and have them write seven things they have learned this semester at school on the board, starting with English classes. The group that finishes first gets a point. Play three more rounds with different school subjects.

Developing

Activity 9

It might be interesting to provide students with the following sentences from the audio: "I feel guilty

because my mother is a teacher, but I think it's boring" (referring to school); "My parents are desperate for me to go, though!" (referring to university); and "I'm puzzled why anyone doesn't enjoy it" (school). Then ask students to figure out the meaning of the adjectives before they do this activity.

Activity 12

Remind students that they are expected to be respectful and show interest in their classmates' answers. As they are interviewing one another, walk around the classroom and, if necessary, encourage them to elaborate on their answers. Also, reinforce the fact that they should take notes of the answers they are given. Invite them to share some of the information they gathered in their survey in small groups using a support.

Ending

Invite students to talk about the similarities and differences in the surveys.

Answers

Activity 9

a) guilty; b) puzzled; c) desperate

Activity 10

Personal answers.

Activity 11

Personal answers

Activity 12

Personal answers.

CLIL PROJECT

How Can I Study More Effectively? | Part 2

Contents

- » Learning strategies
- » Study skills

Objectives

- » Do online research to collect information about executive functions
- » Discuss the connection between executive functions and positive studying habits and attitudes

Materials

- » Student Handbook, pages 100-101
- » Computer lab or devices with internet access

Class Plan

Beginning

Ask students to read the first sentence of the paragraph in activity 2 once again and explain that they will do some research on this topic to help them improve their initial discussion on how to study effectively.

Developing

Activity 3

Ask students to form small groups to research and share their findings with the others.

Read the aims of the section with the whole group and let them know, at the beginning of the activity, what will be expected of them by the end of this section.

Activity 4

When the research on executive functions has been completed, ask students to list positive and negative study habits and attitudes they already have.

Ending

Ask students to analyze how this subject will help them think about strategies to study better. Then, based on their research, encourage them to look at their chart and consider which habits and attitudes they should keep and which ones need improvement.

Remind students that they should start deciding what they will share with the whole group in their presentation.

UNIT 3 • The Myth of Learning Styles

Contents

- » Learning styles
- » Article

Objectives

- » Review and expand the language content from unit 3
- » Talk about learning and learning styles
- » Express opinions, agree, and disagree

Materials

- » Student Handbook, pages 261-262
- » A timer (optional)

Class Plan

Beginning

Ask students how they learn a topic or subject best. Provide them with some examples and elicit some ideas. You can ask if they prefer to watch a video on the topic, listen to someone or a podcast talking about it, do some research or project, etc. Write some of their ideas on the board. Write "learning styles" on the board and ask them what they know about it.

Developing

Activity 1 – Preparation

Ask students to read the question and take some notes to answer it. They should take into consideration what you discussed at the beginning of the class.

Activity 2 – Preparation

Ask students to read the rubrics and the excerpt of the article. Have them reflect on the question for a few minutes. Ask some students to share their ideas with the group.

Activity 3 – Interaction

Organize students into pairs and have them discuss the questions in activities 1 and 2. While they talk,

walk around the classroom, and support their interaction, as needed.

Activity 4 – Interaction

Ask students to read the excerpt individually. Ask them to work in pairs. The first student should talk about the suggested topics for 1 minute giving their opinion. You can set up a timer for that. Their classmate should listen attentively and ask them some questions when they finish. Then they change roles.

Ending

Ask students how they feel about learning styles. Ask "Are there learning styles?", "Do they actually exist?", "Do you always learn the same way?" It is expected that students can reflect on what they have just read and based on their own experience and conclude that learning is a complex process and that we learn in different ways.

Tip

If time allows, show students the following video about learning styles.

- » Memorize Academy, "Learning Styles – A Complete Myth": <http://ftd.li/wj26bo>.

The following video can also be a good source on the topic.

- » TEDx Talks, "Learning Styles & the Importance of Critical Self-reflection | Tesia Marshik | TEDxUWLaCrosse": <http://ftd.li/nnbbqf>.

Answers

Activities 1 and 2 – Preparation

Personal answers.

Activities 3 and 4 – Interaction

Personal answers.

UNIT 3

Lesson 3 | Part 1

Contents

- » Fears
- » Presentation phrases

Objectives

- » Make predictions about the content of a talk
- » Use presentation phrases

Materials

- » Student Handbook, page 38
- » Audio track

Class Plan

Beginning

Ask students to think of the last time they felt a bit insecure at school. Allow them some time to take notes and then ask them to form small groups. Students should take turns giving details about the situation and saying how they dealt with that feeling.

Developing

Activity 2

Elicit what usually provokes fear in people and write the suggestions on the board. Next, ask students to compare their suggestions with the fears mentioned in this activity and to put these in order according to how common they are.

Activity 3

Allow students some time to compare and discuss their reasons.

Think Tank

Encourage students to come up with different hypotheses to answer the questions proposed.

SEL: Fears

Talk to students about the importance of being aware of our fears and ask them to read and discuss the questions in the article "20 Questions to Ask Yourself When You Feel Fear," at <http://ftd.li/hajg5h>.

Activity 6

Audio Script • Track 13

What do you do if you forget what to say during your presentation?

Okay, so the first piece of advice so that you don't forget what to say in a presentation is be totally prepared. You do not want to be preparing the night before because, guess what, you'll probably forget something, unless you're a genius, you probably are not even watching this if you are genius, but if you're like anybody else and if you're like me for example, I cannot prepare the night before because I'm not gonna be able to do well. If you don't want to do well in your presentation, prepare the night before – guaranteed you'll forget everything.

Okay, the second thing is, now, what if you really do forget in the middle of your presentation? Do not tell them you forgot, do not let on that you have forgotten anything, because during the presentation you are in control of that time, you're in control of yourself as well, so don't let on that you forgot anything and also you don't want to say "Oh, I'm just going to skip that part" because people are going to know, you either forgot it or you somehow messed up, or why isn't that important, I want to know what it is, your teachers are going to see that and go "Hmm, they probably didn't know what they're talking about, they probably forgot." Okay, and finally this is a kind of a little presentation remembering trick that I always use. Okay, not that I always use 'cos I'm really prepared, right? But this is a really great trick for those times when you just suddenly go "I have no idea what to say." So, what you do is, let's say for example you have slides and most of the time you're going to have some slides, now, first of all, do not write everything onto your slides because that is the absolute worst thing you can do. The reason is because your audience can read a lot faster than you can talk, so they will have read everything before you have finished talking, and they'll be so bored. But, what you do instead is you write a hint, or a reminder, or the topic, or something that will trigger your memory, so that you can kind of keep going.

Kwan, Carl. "How to Give a Good Presentation in Class - 3 Big Questions Answered." YouTube. April 20, 2016. Accessed January 22, 2020. <http://www.youtube.com/watch?v=mQALSKubuVw&feature=youtu.be>. Excerpt from 3:59 to 5:53.

Activity 8

Write "beginning," "middle," and "end" on the board and elicit the expressions that may be used in these stages of a presentation. Next, invite students to look at the expressions given in the activity and copy them into the correct columns.

Ending

Tell students they will play a Guessing game. Each student has to choose a fear they have and try to make

their pair guess which fear it is by saying words related to that fear.

Examples:

Insect / eight legs / web = fear of spiders.

Mountain / tall / top of a building = fear of heights.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Personal answers.

Activity 5

Personal answers.

Activity 6

Carl is helping with problems related to presentations and what to do if you forget what to say. He thinks it's a bad idea to skip parts of the presentation.

Activity 7

a; c; d

Activity 8

Beginning of presentation	Middle of presentation	End of presentation
Hello everyone.; Thank you for coming.; Let me start by saying ...	Let's move onto ...; Firstly, secondly, thirdly ...; Our research shows ...	In conclusion ...; Thank you for your attention.

UNIT 3

Lesson 3 | Part 2

Contents

- How long vs. how far
- Linking sounds
- Presentation

Objectives

- Understand the use of *how long* and *how far* questions
- Practice the linking sound
- Prepare and deliver a presentation about education

Materials

- Student Handbook, page 39
- Audio script

Class Plan

Beginning

Have students complete the following sentence in their notebooks:

• If I were a teacher I would teach (a subject of their interest).

Have students share their sentences with two other classmates and explain the reasons for their choice.

Developing

Activity 9

With books closed, ask students to read the examples in the item 2. Have them write their answers in their notebook and ask some volunteers to share their answers. Next, ask them to complete the rules and read the information in the Tip box.

Activity 14

Ask students to read the instructions silently and check whether they have any questions. Allow them enough time to prepare their presentation or, depending on your context, ask them to do the preparation as homework. The length of presentations should be decided according to the number of students and the size of the groups.

Ending

Invite students to talk about the positive points of all presentations.

Answers

Activity 9

a) how long; b) auxiliary verb

Activity 10

a) long; b) far; c) far; d) long

Activity 12

Personal answers.

Activity 14

Personal answers.

Activity 15

Personal answers.

How Can I Study More Effectively? | Part 3

Contents

- » Learning strategies
- » Study skills

Objectives

- » Design presentation slides

Materials

- » Student Handbook, pages 100-101
- » Computer lab or devices with internet access

Class Plan

Beginning

Activity 5

Remind students of the work done in unit 1 about academic presentations and elicit some useful phrases for the following parts:

- » Introduction: "Hello, everyone;" "Thank you for coming;" "Let me start by saying ..."

- » Development: "Let's move onto ...;" "Firstly, secondly, thirdly ...;" "Our research shows ..."
- » Conclusion: "In conclusion ...;" "Thank you for your attention."

Tell the group they should define who is going to present what and that the speaking time should be divided equally between group members.

Developing

Activity 6

Ask students to design their presentation slides. They can use Google Slides, Canva, Sway, Prezi, or any other tools they prefer. It would be better for them to use a collaborative tool that can be shared among themselves and you. Remind them that the slides should engage the audience, help them deliver their ideas, and be visually appealing.

Ending

Activity 7

Schedule the presentations and establish a deadline for the submission of the slides.

GRAMMAR

UNIT 3 • Present Perfect and How Long

Contents

- » Present perfect and **how long**

Objectives

- » Review and expand the grammar content from unit 3
- » Practice using the present perfect

Materials

- » Student Handbook, pages 221-223

Class Plan

Beginning

Ask students "How things have changed since you were a kid?" Encourage them to answer and list some of their ideas on the board. You can prompt them by asking more detailed questions, such as "How [toys/video games] have changed?", "How your likes and dislikes have changed?"

Review the main aspects of the present perfect and ask students to provide some example sentences.

Developing

Activity 1

Ask students to read the sentences in order to complete the chart. Allow them to do the activity individually and compare their answers in pairs. Draw a similar chart on the board and invite some students to complete it during the correction.

Activity 2

Ask students to read the statements and check the appropriate ones. Allow them to complete the activity in pairs if you think they will benefit from it. When checking the answers with the whole group, invite students to provide some example sentences for the rules and explain them.

Activity 3

Ask students to read the instruction and answer any questions. Allow them some time to complete the activity and compare answers in pairs. Have some volunteers read the sentences when checking the activity with the group.

Activity 4

Ask students to complete the activity in pairs. While they do it, walk around the classroom to monitor them as needed. Then they should switch pairs to practice asking and answering the questions.

Activity 5

Have students read the example and briefly review this structure with **how long** with them. Explain that the structure **have/has + been + verb -ing** is the present perfect progressive and we use it, among other things, when we are asking about the duration of an activity (with **how long**). It is not necessary to explain the present perfect progressive deeply at this moment. Have students read the questions and answer them individually. Then they can compare answers in pairs before the correction with the group.

Activity 6

Allow some time for students to write their sentences using the present perfect. Then have them share their sentences in small groups. Walk around the classroom and monitor as needed. Invite some students to read some of their sentences aloud. Answer any questions they might have.

Ending

Organize students into pairs and ask them to write down something they have been doing for a long time (e.g., drink milk every night before bed, put on right shoe before left shoe, etc.).

Then have students ask each other "How long have you been doing this?", "Where do you do this?", "Who is usually with you?", "What do you use?" Students continue asking questions until they guess what activity it is. Alternatively, you can set a time limit for the activity.

Answers

Activity 1

Subject	Auxiliary	Main verb
I	have	lost
you	have	been
Anna	has	seen
we	have	been

Activity 2

b, c, d

Activity 3

a) traveled; b) watched; c) studied; d) grown

Activity 4

- a) What have you read recently? – Personal answer.
- b) Has your friend visited a gallery? – Personal answer.
- c) Have you finished your homework? – Personal answer.
- d) Have humans traveled to Mars? – Personal answer.
- e) Has it rained a lot this year? – Personal answer.

Activity 5

- b) I have been waiting (for the principal) for thirty minutes.
- c) My brother/He has been teaching (German) since May.
- d) The kids/They have been playing all morning.

Activity 6

Personal answers.

UNIT 3

Lesson 4

Contents

- » Cartoons
- » Essay

Objectives

- » Read and identify the common theme of two cartoons
- » Read and identify main arguments in an essay
- » Write an essay about learning

Materials

- » Student Handbook, pages 40-41

Class Plan

Beginning

Ask students to leave their material under the desk and change places each time they agree with a statement you say. When they have changed places, invite volunteers to give their opinions about the statements. Read the following statements.

- » We are always learning new things in life.
- » We learn better when we have fun.
- » We should have more physical education and art classes in Middle School.
- » We should have three different language classes in High School.
- » Most teenagers love learning.

Developing

Activity 1

Lead students into the genre essay by exploring the cartoons and asking students to say what they think the common theme is.

Activity 2

Allow students some time to discuss the questions with a classmate. When they finish, invite some volunteers to share their answers. As feedback, you may say that the class is to help make it easier for them to write an essay in English.

Activity 3

Draw students' attention to the importance of not getting sidetracked when writing an essay and explain that identifying the key words in the essay questions is a useful strategy to keep to the point.

Activity 5

Explain to students the essay they are going to read is a response to the essay question in activity 3. Allow them time to read it and find the three arguments Angelique uses to persuade the reader of her opinion.

Activity 6

Invite students to read the introduction again and identify the structure used. Address them to the information in the Tip box.

Activity 8

Invite students to read the instructions and, if necessary, reinforce the fact that they are expected to use the information they collected in the survey carried out in lesson 2. Allow them some time to organize their reasons for agreeing and disagreeing with the essay question and then compare them in small groups.

Activity 9

Instruct students to gather all the information they have in activities 5, 6 and 7, which may enable them to write an essay. Explain that Angelique's essay is a good model and that they can use some phrases, such as "firstly," "secondly," and "in conclusion" in their own essays. If you find it relevant for the group, assign this as homework. When they finish their essays, invite them to swap texts with a classmate and give each other feedback on the content and organization of ideas.

Ending

Invite students to look at the opening pages of this unit and, in small groups, share what they liked best about this unit and other school experiences they wish had been discussed in the classes.

Answers

Activity 1

Possible answer: Essay writing and how students don't like it.

Activity 2

Personal answers.

Activity 3

The underlined words are the key words. Angelique chose them because they are the most important things to remember when writing, so it helps her to focus.

Activity 4

- a) sports, dropped, High School, concentrate, academic subjects
- b) technology, translate, learn, languages, future
- c) better, study, own country, abroad, agree, disagree

Activity 5

Fun is motivating (paragraph 2), the students want it (paragraph 3), and boring lessons aren't effective (paragraph 4).

Activity 6

c

Activity 7

- a) F; b) T; c) F; d) T

CLIL PROJECT

How Can I Study More Effectively? | Part 4

Contents

- » Learning strategies
- » Study skills

Objectives

- » Deliver a presentation about effective ways to study

Materials

- » Student Handbook, pages 100-101
- » Computer lab or devices with internet access

Class Plan**In Advance**

Ask students to finish the preparation of their presentation slides and bring it to this class.

Beginning

Give some time for students to rehearse their presentations and help them answering their doubts.

Developing

Give each group some time to present their research. The groups that are not presenting should take notes.

Evaluation

Invite students to talk about the questions in this section in small groups. After some time, discuss students' impression of the project and ask them what they have learned about executive functions and how they are connected to studying effectively. Ask them to evaluate their presentation, keeping in mind the characteristics of this genre and their results.

Ending

Open a discussion circle for students to share what the process was like for them and what they learned.

UNIT 3 • Talking about School

Contents

- » Schools and education

Objectives

- » Review and expand the language content from unit 3
- » Talking about schools and education
- » Give opinions

Materials

- » Student Handbook, pages 263-264
- » A4 sheets of paper (one per student)
- » Markers and colored pencils (optional)
- » Different pictures (related and not related to education and school), glue, colored paper (optional)

Class Plan

Beginning

Write "school" on the board. Set up a time limit (e.g., 2 minutes) and ask students to come up with as many words related to it as possible. Write their ideas on the board.

Ask some volunteers to explain the terms they choose and to say what comes to their mind when they hear the word **school**.

Developing

Activity 1 – Preparation

Ask students to read the questions and answer any doubts they might have. Allow them some time to reflect on those questions and take some notes if they want to.

Activity 2 – Interaction

Organize students into pairs and have them discuss the questions in activity 1. While they talk, walk around the classroom, monitor, and support them as needed.

Activity 3 – Interaction

Ask students to look at the pictures and read the captions. Instruct them to pay attention to all the details and talk about their similarities and differences. Help them with vocabulary if needed. Encourage them to imagine how a typical day in those schools is, what students learn, how are the materials, etc.

Activity 4 – Interaction

Ask students to read the quotes and give their opinion. Conduct a class discussion and encourage them to make connections with these quotes, the pictures of the schools, and their answers to activity 1. Monitor and help them as needed.

Tip

Make a connections between Mandela's quote to the period of his life – South African's system of apartheid, racial discrimination. Mandela believed that education was the key to eliminate gender inequality, reduce poverty, and create a sustainable planet. Ask students if these quotes remain valid in our days.

Ending

Hand out a sheet of paper to each student. Ask them to depict what **education** is for them. They can write, draw, paint, and make collages (if the material is available).

Invite some students to show their work and make some comments justifying their choices.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 to 4 – Interaction

Personal answers.

UNIT 3 • How to Preserve the Past, Present, and Future?



Contents

» Cultural heritage: material, immaterial, and natural

Objectives

- » Define cultural heritage and its categories
- » Analyze examples of the different categories of cultural heritage
- » Talk about the importance of the preservation of cultural heritage
- » Propose heritage education measures to be implemented in their school

Materials

- » Student Handbook, pages 184-187
- » Video: "The Value of Heritage," UNESCO, available at <http://ftd.li/7r3wvq>
- » Bilingual dictionaries (optional)

Class Plan

Beginning

Activity 1

Ask students to look at the spidergram. Allow them some time to think of a common topic these terms are related to. Help them with the meaning of unknown terms by, for example, eliciting it from a student who might know or giving them some example sentences. If they do not come up with the word **heritage** or **cultural heritage**, it is okay; there is no need to provide it at this point.

Developing

Activity 2

Explain to students that the terms in the spidergram in activity 1 are connected to the concept of **cultural heritage**. Ask them what they know about it and listen to some of their ideas. Tell them that they are going to watch a video that will help them understand this concept better. In this video, people are going to talk about some cultural heritage in their countries. Before playing the video, instruct students to pay attention in order to identify the different examples of cultural

heritage: the Grand Canyon (natural site in the USA), the Terracotta Warriors (China), a distinct form of singing called yodeling (Germany), a monument called Charminar (India), a kind of tattoo (Niger), a dance style called Malambo (Argentina), and the ruins of the ancient city of Baalbek (Lebanon). Play the video, elicit the answers, and write the examples on the board as students mention it. Organize them in pairs and allow them some time to try to formulate a definition of **cultural heritage**. Encourage them to refer to the examples in the video as well as to the spidergram. Ask some students to share their ideas.

Video script

Jackson, USA: It's a legend, you know. You see pictures of the Grand Canyon, You see ...

Zhang Ping, China: Terracotta ... It was built by the first Chinese emperor, Qin Shi Huang.

Thomas, Germany: There's something they call Yodelling. I can't do that. It's just a funny voice. They do [noises]. I don't know. I cannot do that.

Preethi, India: There's something called the Charminar, in the old city of Hyderabad, and ...

Nasser, Niger: You have the sun here, which means "Light up the darkness" ... 'cause ... In my country, we have a lot of things about spirits.

Julia, Argentina: Malambo. Guys do one thing. And girls, we do another thing. We dance in couples. And girls, we use to do like this ... And we dance in a way and another.

Zhang Ping, China: I have been there. Oh, my God!

Aphrodite, Lebanon: By that time, it was the empires, the invaders, who came and left and went. And Baalbek stayed.

Zhang Ping, China: The statue, just as the same as a human being ... The soldier, the horse, the chariot ...

[...]

UNESCO, "The Value of Heritage," Youtube, November 22, 2016. Accessed August 4, 2020. https://www.youtube.com/watch?v=K1_f-GqaHHo. Excerpt from 0:12 to 1:17.

Activity 3

Explain to students that the text is a more comprehensive definition, which is different from what is found in a dictionary. Ask them to read it and underline parts that

share similarities with their definition they came up with in activity 2. The examples provided will also help grasp the concept. If students have difficulties understanding it, help them find the word **heritage** in a bilingual dictionary.

Tip

Show students the following definition and explain that this is a short and simplified definition. Have them compare to the definition provided in activity 3.

heritage

features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.

Cambridge Dictionary, s.v. "heritage", accessed April 28, 2020, <https://dictionary.cambridge.org/dictionary/english/heritage>.

Activity 4

Ask students to read the text again in order to identify the categories of cultural heritage. It is important that students understand that **intangible heritage**, like Azerbaijani carpets, does not mean that one specific piece of carpet is recognized as a work of art and is displayed in a museum. It means that the weaving tradition, the knowledge, and the ability to make that style of carpet is an intangible heritage.

Activity 5

Show students the pictures that represent examples of different kinds of heritage in Brazil. Ask them to complete the table with each category and elicit examples. Let them work individually and compare answers in pairs. Elicit and write the answers on the board. Talk to students about the heritage they know or have visited or which they would like to know more about or visit one day.

Activity 6

Form a circle with the whole group and ask them why it is important to preserve our cultural heritage. Ask them about the importance of international institutions (e.g., UNESCO) and national ones (e.g., IPHAN – Instituto do Patrimônio Histórico e Artístico Nacional) in the preservation of our heritage. Allow volunteers to speak but also invite students that are less likely to talk.

Activity 7

Explain to students that **heritage education** is a way to educate a population about the importance of heritage preservation. Starting educating a population with its youth is one of the important roles of school. Form groups of three or four students and let them think of activities, lectures, exhibitions, and so on that would help

raise awareness and even start implementing a heritage education program at school. Allow students some time to brainstorm ideas and take notes their suggestions. At this point, this can only be ideas to be implemented and not a presentation of how to implement it.

Extra Activity

Form small groups and have students choose one example of cultural heritage in Brazil or abroad, do some research about it, and then share it with the whole group in presentation.

- » UNESCO, "Elements on the Lists of Intangible Cultural Heritage – Brazil": <http://fd.lilg7hz5l>;
- » UNESCO, "Browse the Lists of Intangible Cultural Heritage and the Register of Good Safeguarding Practices": <http://fd.lil3fqhikz>;
- » UNESCO, "World Heritage List": <http://fd.lilg7hz5l>;
- » UNESCO, "Intangible Heritage 2016": <http://fd.lil7wa3je>.

Ending

Have students share their ideas with the whole group. Collectively, create a document where all these ideas will be recorded and improved. Encourage students to get organized to present their ideas to the school. Ask them to think about which teachers may help them put such ideas into practice.

Answers

Activity 1

(Culture) Heritage

Activities 2 and 3

Personal answers.

Activity 4

The three categories are material and immaterial (or tangible and intangible), and natural heritage.

Activity 5

Tangible heritage	Intangible heritage	Natural heritage
d, g	a, b, e, f	c, h

Activity 6

Suggested answer: It is important because it helps us preserve the identity of a group of people. It provides a sense of union and belonging to a group.

Activity 7

Personal answers.

UNIT 3 • Pinball Machine

Contents

- » Pinball machine
- » Basic physics
- » Collaborative design

Objectives

- » Develop collaborative skills
- » Solve problems by tinkering with simple materials
- » Build a working pinball machine
- » Use the present perfect to describe experiences

Materials

- » Marbles (one or two per group)
- » Corkboards (best for quick iteration) or cardboard boxes to serve as the base for a pinball machine (something wide and flat, like a pizza box, is OK; one per group of four or five students – groups can use different bases)
- » Rubber bands
- » Clothespins
- » Thumbtacks (if using a corkboard)
- » Hot glue and/or masking tape (if using cardboard)
- » Various paper recyclable materials, especially tubes
- » Sheets of paper
- » Pencils
- » Colored markers
- » Pictures of traditional arcade pinball machines and (printed or to be projected)
- » Pictures of DIY simple pinball machines (an online search for “DIY pinball machine stem” should return some doable options – use simpler ones for reference; optional)
- » Computer lab or devices with internet access (optional)
- » A small ball for pinball

Class Plan

Beginning

Show students some pictures of traditional arcade pinball machines and ask them “Have you ever played pinball?” Encourage students to share their experiences with the game and to explain a little bit of how it works. Teach key words like **force**, **gravity**, **push** / **pull**, **motion**, **potential energy** (stored energy), **kinetic energy** (energy in motion), **lever**, **slope**. Ask questions such as:

- » When the spring (or rubber band) is pulled back before it is released, what kind of energy does it have? (Potential.)
- » When the spring (or rubber band) is released, where does that energy go? (Into the ball.)
- » Can energy be created or destroyed? (No, it changes form.)
- » What force pulls the ball down? (The force of gravity.)
- » What makes the ball change direction? (Flipping the lever at the bottom, also any obstacles the ball encounters.)

Tip

If students are not sure about what **potential energy** is, read the following definition aloud or show them the video.

“Potential energy is energy that is stored – or conserved – in an object or substance. This stored energy is based on the position, arrangement or state of the object or substance.”

Solar Schools. “Potential Energy,” April 30, 2020.
<https://www.solarschools.net/knowledge-bank/energy/forms/potential>.

- » MooMooMath and Science, “Examples of Potential Energy”: <http://ftd.li/kukrzsk>.

Developing

Show some pictures of “DIY pinball machines” (or have students search for these themselves if they can use their devices). Organize students into groups of four or five and give each one a base and a marble or two. Put the rest of the materials in an easily accessible place. Ask groups to sketch a quick plan on sheet of paper before starting.

Tip

DIY/Do It Yourself culture has developed alongside of maker culture as a grassroots movement of people being empowered to make things at home rather than buying them. The internet has made it easy to share how-to videos and instructions, and people pride themselves on the things they can make at home and share online. Mitchel Resnick of MIT media lab renamed DIY as DIT or Do It Together, emphasizing the importance of collaboration.

Depending on the materials available, an easy way to make the slope of the base is simply by propping the corkboard or box against a chair, with the lower end of

the slope resting on the table. Another way might be to stack books under one side, or to add additional pieces of the cardboard. Students should find the quickest solution possible so that they have more time to work on the movement of the ball.

If using a corkboard, rubber bands, and clothespins make great borders to keep the ball in. Pins can also serve as deflectors to change the direction of the ball. Paper tubes and other obstacles can be pinned on. Clothespins make good levers and can likely be clipped onto a pin for a pivot point. Students can play around with elastics to make the lever more "springy" and also to give the ball a starting push.

Tip

This activity involves a lot of hands-on learning and trial and error. Encourage collaboration, quick iteration, and playful problem-solving as students assemble, test, and adjust their pinball machines. They can divide the tasks, having those who are more artistically included work on the visual design, and those who have a better grasp of physics design the layout of the pieces and the levers. Others can determine a point system, and everyone can take turns suggesting and testing out new ideas.

Ending

Have students compare their pinball machines with their experience of kindergarten and other life experiences. Ask them "In what ways is making a pinball machine with your classmates similar to, or different from, kindergarten?", "What other experiences have you had that are similar to this one?" Have students share their thoughts in their groups before having a few volunteers share them with the group. Students might compare this experience to kindergarten in that they are using simple materials, playing with them, learning skills as they go, and collaborating with classmates. The challenge is much more advanced, however. They might have had similar experiences trying out a DIY project at home or trying to build something (and making mistakes and adjustments) at any age.

Go Further

- › Teresa Sappington, "Pinball Machine": <http://ftd.li/xv7zox>;
- › Mitchel Resnick and Ken Robinson, *Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play*, Cambridge, MA: The MIT Press, 2018.

SOCIAL - EMOTIONAL LEARNING

UNIT 3 • Our Fears

Contents

- » Social-emotional learning
- » Self-awareness
- » Self-management
- » Responsible decision-making

Objectives

- » Recognize how emotions influence our behavior
- » Discuss stress management
- » Analyze situations and make constructive choices
- » Develop responsible decision-making skills

Materials

- » Student Handbook, pages 289-291
- » Video: "Our Fears"

Class Plan

Beginning

Organize students into trios and explain to them you are going to say different emotions, and they should make an oral list of what might make people feel that way. After each emotion, ask them how many different reasons they thought of. Teach the following emotions, in the order you think will be easier for students to come up with reasons: **happiness, sadness, anger, fear, self-confidence, disgust, and shyness.**

Developing

Before watching the video

Activity 1

Ask students to look at the picture and read the instructions. Organize them into pairs and have them discuss which emotions they can identify in the emoticons.

Activity 2

Ask students to continue in pairs and look at the mind map. Have them complete. As they discuss it, encourage them to speak English whenever possible and help them with vocabulary. When they finish, invite some volunteers to share their answers from activities 1 and 2 and open a group discussion about how we usually respond to some of those emotions. Tell them about how you react to feeling angry, mentioning your first impulse and what you usually do after reasoning.

Activity 3

Explain to students that they are going to watch the video in which Nicholas talks about one of these emotions. Have them read the title of the video and elicit which feeling is that (fear).

While watching the video

Video – Part 1 (0:00-0:28)

Activity 4

Play part 1 of the video so that students can check their answers. Have them talk about how they feel and act when they are afraid of something.

Activity 5

Ask students to form pairs and brainstorm some different things people can be afraid of. Write some of the students' ideas on the board. Invite volunteers to share any stories they have about what they were afraid of when they were younger, and how they handled that fear. Whenever possible, share your own stories as well.

Video – Part 2 (0:28-3:34)

Activity 6

Play part 2 once and ask students which reasons Nicholas mentioned. It might be helpful to tell them he mentions eleven different reasons. Have them compare with the list they brainstormed in activity 5.

Activity 7

Ask students to read the questions. Explain to them you are going to play part 2 again and to answer the questions about what Nicholas says. They can choose whether to take notes at this time. Have them discuss their answers in pairs and play part 2 again. Call some volunteers to share their answers. The wording in their answers may, of course, be different. Talk to students about the **fight or flight response**, and the way our body responds to fear: our muscles become tense, our breathing and heartbeats go faster, and we sweat a lot. Ask students if their body responds the same way and, if not, how they know they are scared. Have them compare with the discussion they had in activity 4 about how they act when they are afraid.

Video – Part 3 (3:35-4:50)

Activity 8

Write the words "phobia" and "fear" on the board. Explain to students that in part 3 Nicholas will talk more

[illegible]

1998

The following information was obtained from the records of the
 United States Department of the Interior, Bureau of Land Management,
 and the United States Geological Survey, and is being furnished
 for your information. The information is being furnished to you
 for your information only and is not to be used for any other
 purpose. The information is being furnished to you for your
 information only and is not to be used for any other purpose.
 The information is being furnished to you for your information
 only and is not to be used for any other purpose.

1998

The following information was obtained from the records of the
 Bureau of the Census, Department of Commerce, Washington, D.C.
 and is being furnished to you for your information.

1997

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the situation.

1. The first step is to identify the problem or question that needs to be answered.

1911

1911

[The page contains faint, illegible horizontal lines of text.]

1999

1. The first step is to identify the problem or question that needs to be addressed. This involves understanding the context and the specific requirements of the task.

1998

1999

1998

100

1998

1997

1999

[REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

ACKNOWLEDGMENTS

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

[Faint, illegible text from bleed-through]

CONFIDENTIAL

RECEIVED

1944

1. The first part of the document is a list of names and addresses, which are arranged in a columnar format. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list is organized into two columns, with the names on the left and the addresses on the right.

1990

14-00000

DATE: _____

SECRET

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

CONTINUE ON PAGE 72

1770-1771

Lesson 1 | Part 1

Contents

- » Persuasive advertisement

Objectives

- » Read and identify persuasive techniques in ads

Materials

- » Student Handbook, pages 44-45

Class Plan

Beginning

Form small groups and write "I remember an ad that ..." on the board. Ask students to take turns completing the sentence and trying to guess what the ad is. Explain to them they may talk about any kind of ad: on TV, on the internet, in a magazine, etc.

Developing

Activity 1

Elicit the meaning of the word **persuade** and ask students to answer the questions in pairs or trios.

Activity 2

Ask students to look at the image and consider what kind of text it is and what its main goal is. After you check their answers, ask them what the ad is trying to convince people to do (to buy shoes that are so comfortable, they will feel happy).

Activity 4

Before students discuss each ad, ask them the following questions about the genre itself:

- » Where can we usually find ads like these?
- » Who usually reads persuasive ads? Who creates them?

- » What's the level of formality in persuasive ads?

Next, invite students to discuss what each ad is trying to persuade the reader to do.

Ending

Give students 5 minutes to create an ad for their imaginary ideal school. They have to come up with a sentence that will make families want to enroll their children at their school. Have students present their ads to each other in small groups.

Answers

Activity 1

Personal answers.

Activity 2

c

Activity 3

- a) increase; b) organization; c) persuade; d) product;
e) remain; f) competitive; g) similar; h) situation; i) benefits

Activity 4

Possible answers:

- a) The brand is trying to convince its customers that they care about fashion for everyone and portrays a disabled person in this ad.
b) The advertisement is trying to convince its customers to buy Ray-Ban sunglasses.
c) The advertisement is trying to convince the reader that GeoPack cares about the environment.

Activity 5

Possible answers:

The sentence is not grammatically accurate as it omits the auxiliary verb **have** and the subject **you** at the beginning of the sentence. However, it is completely acceptable as it is often seen in conversation. The idea of the ad is to get closer to the customer through simple language.

UNIT 4

Lesson 1 | Part 2

Contents

» Present perfect

Objectives

- » Use **yet**, **already**, **still**, and **just** with the present perfect
- » Read and identify a manifesto

Materials

» Student Handbook, page 45

Class Plan

Beginning

Divide students into small groups and explain to them they are going to choose one object from the classroom and come up with a list of as many unconventional uses for that object as they can. Read the example below. The group with the longest list wins.

» Object: notebook

Unconventional uses: hide something under it, pen holder, hat, binoculars, fan, tray, etc.

Developing

Activity 6

Address students to the information in the Tip box before they do this activity.

Activity 7

Invite students to read the sentences and discuss the meaning of **already**, **still**, and **just** before completing the rule. You may also address them to the Grammar section in the final pages of the book to encourage them to correct their answers.

Extra Activity

Write the participles "eaten," "read," "seen," and "been (to)" on the board and elicit other verbs as well. Ask students to create three true sentences and a false one about themselves or someone in their family using **yet**, **just**, **already**, and **still**. Explain that the challenge is to identify their classmates' false statement. If necessary, model the activity by creating sentences about yourself or someone in your family and challenging students to identify the false statement.

Ending

Ask students to share what surprised them most in the true and false statements created by their classmates.

Answers

Activity 6

a) end; b) to happen; c) interrogative and negative

Activity 7

a) earlier; b) beginning; c) hasn't; d) short

UNIT 4 • Present Perfect and Time Expressions

Contents

- » Present perfect and time expressions

Objectives

- » Review and expand the grammar content from unit 4
- » Practice using the present perfect with time expressions

Materials

- » Student Handbook, pages 224-225
- » Small cards with some activities you can ask students about (e.g., travel around your country, stay awake all night long, undergo surgery, have a dream that seemed real, fall in love, donate clothes/money/food, live in another country, have an imaginary friend, see/be in a car accident, etc.)

Class Plan

Beginning

Go around the classroom and ask different students to choose a card (students are not supposed to see what is written on it). Ask them the question (e.g., "Have you ever traveled around your country?") and encourage them to give a complete answer "Yes, I have." or "No, I haven't."

Developing

Activity 1

Ask students to read the sentences and choose the correct statement. Check the activity with the whole group.

Activity 2

Explain to students that we normally use these time expressions with the present perfect. Ask students the meaning of **for** (it express the period of an activity) and **since** (it indicates when an activity started). Ask students to organize the expression in the correct

column. Draw the chart on the board and ask some students to complete it when checking the activity with the whole group.

Activity 3

Have students read the sentences and answer any questions. Allow them some minutes to complete the activity and compare answers in pairs. Check the answers with the whole group. Ask some volunteers to read the sentences aloud.

Activity 4

Ask students to read the instruction and the sentences. Elicit what they need to do and answer any questions. Allow them some minutes to complete the activity and compare answers in pairs. Check the answers with the whole group. Ask some volunteers to write the sentences on the board.

Ending

Ask students to think about some things they have not done yet. Review the adverb **yet** and then ask them to share with a classmate three things they have not done yet, but they would like to do. Ask some students to share their classmate's intentions with the whole group.

Answers

Activity 1

c

Activity 2

Since	For
June 20th 2018, four o'clock	a very long time, weeks, five hours, for several days, two years

Activity 3

a) already; b) ever; c) for;
d) how long; e) yet; f) still

Activity 4

- He has just sewed a button on his shirt.
- Jane hasn't followed the fashion so far.
- My cousins have never been in a fashion boutique.
- Have you already worked as a fashion stylist?

STEAM PROJECT**The Plastic Fabric Challenge | Part 1****Contents**

- » Consumerism
- » Recycling

Objectives

- » Discuss consumerism and recycling
- » Discuss possible strategies for recycling plastic bags
- » Combine language, social, and art skills to produce a piece of fabric from plastic bags

Materials

- » Student Handbook, pages 102-103
- » Computer lab or devices with internet access

Class Plan**Beginning**

Ask students to find a classmate and then ask these questions, one by one, allowing the pairs some time to answer them. In the end, invite some volunteers to share ideas.

- » What does **consumerism** mean?
- » Do you think you buy more than you need or should?
- » What does **recycle** mean?
- » Have you ever thrown away something that could be recycled?
- » Have you ever recycled something at home?
- » What is the importance of recycling things?

Developing**Hypothesis and Plan**

Show students the guiding questions at the top of the page ("What can we do with a recycled plastic sheet?", "Does it have the same qualities as fabric?") and allow them to come up with some hypotheses. Next, show them the questions in this section and ask them to answer them in pairs.

Ending

Ask students to research and think about other products they use in their daily lives that can be produced with recycled materials.

Lesson 2 | Part 1

Contents

- » Ethical fashion
- » Ads
- » Different accents

Objectives

- » Discuss how fashion can affect the world
- » Identify and practice different accents

Materials

- » Student Handbook, page 46
- » Computer lab or devices with internet access (optional)
- » A song

Class Plan

Beginning

Play a song and ask students to mingle as they listen. Each time you pause, they should find a classmate and exchange information about something they are wearing: how long they have had it; what they like about it; who they might give it to; and if they have ever lent it to someone.

Developing

Tip

Traid is a UK charity whose mission is to reduce the environmental and social impacts of clothing waste. It runs awareness-raising projects at schools. You may broaden the discussion of ethical clothing by giving students time to see some of the videos at <http://ftd.li/x97fyy>.

SEL: Ethical Fashion

Before moving on to activity 2, address students to this box. Allow them some time to discuss the questions and explore how what we wear can affect the world. It might be interesting to invite students to visit the website <http://ftd.li/5c88gc> and select relevant facts to share with their classmates.

Activity 3

Ask students to read the public service announcement (PSA) silently and answer the

question individually. If you find it relevant, invite students to use their cell phones to find more examples of PSAs.

Activity 4

Address students to the table and ask them which symbol indicates the primary stress ('). Talk about how identifying this may help them with their own pronunciation when looking up a word in the dictionary.

Language Variation

Explain to students that one of the differences between British and American English is related to word stress and primary stressed syllable. Draw their attention to the fact that there is no rule as to which syllable is usually primarily stressed in British or American English.

Ending

Explain to students they are going to play a Step-by-Step Race. Have them stand in line beside each other within the same distance from you. Say "Students wearing white socks take one step forward," students who are not wearing white socks remain where they are. "Students who are closer to you by the end of the game are the winners. Play four rounds – four steps. Say:

- » Students wearing glasses, take one step forward.
- » Students wearing braces, take one step forward.
- » Students wearing sneakers, take one step forward.
- » Students wearing long sleeve T-shirts, take one step forward.

Answers

Activity 1

Possible answer: Students made their creations with textile waste donations during a project (Traid project) in which they learned to sew, mend, and construct.

Activity 2

Personal answers.

Activity 3

It raises people's awareness of what homeless people wear, especially in cold weather, and invites them to donate.

SPEAKING

UNIT 4 • Ads from the Past

Contents

- » Fashion
- » Advertisement
- » Present perfect

Objectives

- » Review and expand the language content of unit 4
- » Talk about fashion and advertising
- » Compare fashion advertisements from the past with current ones
- » Reflect on persuasive language
- » Practice using the present perfect

Materials

- » Student Handbook, pages 265-266
- » Pictures of current fashion advertisements

Class Plan

Beginning

Show students the pictures of the current fashion advertisements. Ask them what they are, which stores or brands they represent, which colors are used, how people are depicted in them, etc.

Talk to students for a few minutes and write some of their ideas on the board.

Tip

Use this opportunity to review the name of clothing items by playing a category game. Write on the board, for example, "winter," "summer," "wedding," "clothes," "sportswear," etc. Ask students to identify these types of clothing items in the advertisements you show them.

Developing

Activity 1 – Preparation

Ask students to look at the pictures for a few minutes and ask what they are. Have them take some notes about it. They should get prepared to talk about it with their classmates.

Activity 2 – Interaction

Ask students to go through the questions and answer any doubts they might have. While they talk, walk around the classroom, monitor, and help them as needed. Encourage them to give their opinion, agreeing, and disagreeing respectfully.

Ending

Activity 3 – Interaction

Invite students to share their ideas with the whole group. Focus on the item d in activity 2 and write some examples of persuasive language found in the ads (from past and present) on the board. For example, the use of imperative questions, use of pictures. Encourage them to compare how persuasive the fashion ads from the past were with to those from the present. Ask them "How has fashion advertising changed over the years?"

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 and 3 – Interaction

Personal answers.

Lesson 2 | Part 2

Contents

- » Present perfect with superlatives
- » PSA

Objectives

- » Use the present perfect and superlatives appropriately
- » Read and follow instructions to create a PSA
- » Create a PSA video

Materials

- » Student Handbook, page 47
- » Video recording device (cell phones)

Class Plan

Beginning

Show students some samples of public service announcements (PSA). They can be from your local context or famous and successful samples from other countries.

Developing

Activity 6

Write "We have seen an interesting PSA." on the board and elicit how it would be possible to use the present perfect and the superlative to emphasize the idea of how interesting the PSA was ("This is one of the most interesting PSAs we have ever seen."). Then allow students some time to write the other sentences.

Activity 7

Allow students time to read all the steps and decide with them how long they will have to complete

their task. This can be an excellent opportunity for you to observe how students are making sense of what they read and how cooperative they are when working in groups, so refrain from helping them as much as possible.

Ending

Have an open discussion about PSAs and their importance in society. Talk about how they can change public opinion and raise awareness on important topics and how they can be publicized quickly and efficiently. Elicit other issues that are important such as texting and driving, drug addiction, and the importance of healthy eating habits.

Answers

Activity 5

- When we want to talk about an action in the past without a time reference, because the action is more important.
- Have/has** + past participle of the main verb. Example: He has seen the ad.
- To compare one thing/person to a group.
- If the adjective is short, we add **-est**, for example: The biggest ad in town. When adjectives are long, we add **the most** + adjective, for example: The most impactful ad.

Activity 6

- This is one of the best campaigns the designer has ever created.
- This is one of the smartest PSAs the public has ever seen.
- This is one of the most magnificent fashion campaigns Patricia has ever created.

Activity 7

Personal answers.

STEAM PROJECT

The Plastic Fabric Challenge | Part 2

Contents

- » A plastic fabric

Objectives

- » Combine language, social, and art skills to produce a piece of fabric from plastic bags

Materials

- » Student Handbook, pages 102-103
- » Plastic bags
- » Scissors
- » Baking paper
- » An iron
- » Extra tools, such as thread, needles, stapler, etc.
- » Computer lab or devices with internet access

Class Plan

Beginning

Test

Allow some time for students to read the instructions. Ask them what they think about this challenge and how easy or difficult they think it will be.

Developing

Next, set up workstations and small groups of around five students. Remind them to be extra careful when using the iron. One student from each group can be in charge of handling the iron. If you prefer, ask them to cut out any logos or text printed on the plastic bag, but this is optional and can be left to be done in the second trial. Ask students to make sure the baking paper is large enough to cover the whole plastic surface. Explain that

if they do not use the baking paper, the plastic will melt and stick to the iron. This will probably ruin the iron, so they should be careful and make sure the baking paper completely covers the plastic. If necessary, they should cover the plastic bags again with the baking paper and iron them a bit more. The desired texture is easily identified. It should be one single sheet. Warn students that before checking the texture, they must make sure they can touch the plastic without burning their hands.

Have students read and follow the instructions carefully. If necessary, ask some volunteers to rephrase the suggested procedure. Encourage them to stretch the plastic sheet, fold it, crumple it, wet it, try to tear it, etc. This is a moment for them to experiment in order to see what can be done as an improvement. They can also consider ways of improving the appearance, texture, and color of the material. Explain the importance of recording their tests and their ideas for improvement. This is an effective method used in experiments. Have them discuss ways to make the sheet more resistant, like using more plastic bags, ironing and folding it before ironing one last time, adding other materials to it, etc.

Ending

Besides testing the resistance of the plastic sheet students created, this is the moment for them to be creative and think of possible ways to use this material. It can be considered a fabric for producing clothes and accessories, for example. They may also want to create a decorative piece. Again, have students record their ideas so that they work in an organized way. Tell them that they may also document the process by photographing the stages to illustrate their notes. As they are evaluating their work in their groups, walk around the classroom and ask them a few questions, such as what they have noticed and what they believe can be done with the material they have.

Lesson 3

Contents

- » Fast/Slow fashion
- » Fashion industry
- » Podcast interview

Objectives

- » Listen to a talk about fast fashion to check predictions and for specific information
- » Listen to the introduction of a podcast interview for main ideas
- » Listen to a podcast interview with a fashion designer for specific information

Materials

- » Student Handbook, pages 48-49
- » Audio track

Class Plan

Beginning

Ask students to think of their wardrobe and decide what their favorite item of clothing is. With a classmate, they should say: what piece of clothing it is; what they like about it; when they first got it, and how.

Developing

Activity 2

Allow students some time to talk in pairs and then open the discussion to the whole group.

Activity 3

Invite students to read the quotes individually and underline the key words. In pairs, ask them to say what they understood about each one and discuss their opinions about the following questions:

- » Why is not the clothing business model sustainable for the environment?
- » Why is education about sustainability essential for the development of future generations?

To wrap up, ask students how they relate fashion and sustainability and if they had ever considered how the clothing business was harmful to the environment.

Activity 4

If students do not know what **fast** and **slow fashion** mean, invite them to guess by analyzing the adjectives **fast** and **slow**. After you check their answers and, if you find it relevant, provide them with the answer to the activity and ask them which kind of fashion they are more familiar with and why.

Activity 5

Play the audio once so students may check their predictions.

Audio Script • Track 16

We all love to shop and these days the newest styles and clothes are cheaper than ever.

You can literally snag a dress for four bucks, which is basically the price of a vanilla latte, but buying cheap comes at a high cost. I know, I know, I hear you. You're like, Whembley, what does that actually mean? And that basically means that fast fashion just works on exploitative labor conditions and is destroying the environment.

Over the last few centuries, as the world has changed, our relationship to clothes has dramatically changed too. From an era where clothing was bespoke or tailor-made for each individual to the ready-to-wear era where premade clothing came in standardized sizing, and the current era of fast fashion.

The fashion industry today looks nothing like it did in the past. And of course, not all change is good: obscene amount of clothes, stealing independent designers ideas, low wages, unsafe conditions and harassment, factory workers sewing pleas to help in their clothing, yikes. But before we get into all that, what exactly is fast fashion? You're right if you think it sounds like fast food. It's cheap, quick, and of questionable quality.

Teen Vogue. "The Problem With Fast Fashion | Teen Vogue." YouTube, September 21, 2018. Accessed January 24, 2020. <http://www.youtube.com/watch?v=iq0-DfC2Xk>. Excerpt from 0:01 to 1:06.

Activity 6

Ask students to read and answer the question. If they cannot answer now, explain to them you will play the audio once again so they can do activity 7. If so, do not correct students' answers yet.

Activity 9

Before you play the audio, ask students to read the questions and underline key words which will help them to focus on the information they need to answer them. After checking their answers, ask students if being aware of the structure of a genre, in this case a podcast interview, helps them to understand the text better.

Audio Script • Track 17

Andrew Morgan: The story that we're living in, this system that we've created, this profit at all cost, this more, more, more, more, more; buy, buy, buy, this whole thing. Not only is it in very real ways destroying parts of the world, it's not making us happy, that was what kept me up at night the most.

Matt D'Avella: Andrew Morgan is the documentary filmmaker behind *The True Cost* and *After the End*. A lot of creatives get caught up on the how. How am I gonna make this project happen? How will I get funding? How will I finish it? Instead of getting caught up on all the details, Andrew found stories that he couldn't not tell. That drive pushed him to tell the stories behind the sudden death of his father and the unexpected cost of consumerism. My conversation with Andrew will challenge you as a creator and get you to think differently about the choices that you make every single day.

D'Avella, Matt. "Ground Up 044 - Stories Worth Telling w/Andrew Morgan." YouTube, January 31, 2018. Accessed January 24, 2020. <http://www.youtube.com/watch?v=Bsv5thSW0XQ>. Excerpt from 0:01 to 0:56.

Activity 10

Talk to students about video podcasts, or vodcasts, and ask them about extralinguistic elements, such as the ones mentioned in the activity (background music, sound effects, and editing).

Activity 11

Ask volunteers to read the questions and invite students to give their opinions on the dangers of fast fashion and whether Danielle Nagel believes people are informed about them, and what the most polluting industry is. Next, play the audio so students can check their predictions.

Audio Script • Track 18

Danielle Nagel: What's really interesting with fast fashion is people were not educated on it until very recently. Even I've been in the fashion industry for almost ten years. I started super young and for a long time

I had no idea and I was working for a lot of these really terrible fast fashion companies, and one of them being Macy's. I was doing men's T-shirt designs for them, and I just remember like walking out into the warehouse and seeing like five thousand units of this one T-shirt design I did that was just a dumb design and I was like "Where's this all gonna go?", and I was kind of like, the first time I realized, like "These five thousand shirts aren't going to be around for more than a few years", it's some trendy T-shirt, it's gonna be gone, here's it gonna go? And then I stumbled upon the documentary *True Cost*, on Netflix.

Matt D'Avella: Yeah Andrew Morgan, he was actually on the podcast; he made it.

Danielle Nagel: When I watched it, I couldn't believe it, and I had been contributing to this terrible thing with no idea, I had no idea and I was literally in the industry. So, that was a huge wake-up call for me, I mean still working for other people. I didn't really have a lot of control over that, but I knew when I started my own company. I wanted to do it right and do it the best way that I could, but fashion industry is the second most polluting industry in the world, next to big oil, which is pretty bad and a lot of people don't know it.

Matt D'Avella: Bad company.

Danielle Nagel: Exactly, not a good spot. But what's cool is with my brand, like we're very much about creating conversation and bringing up these tough topics and educating people on that. So, alongside like us doing our best to create things ethically, we're able to teach people to shop and support these smaller brands.

D'Avella, Matt. "Slow Fashion // Ground Up 092." YouTube, January 2, 2019. Accessed January 24, 2020. <http://www.youtube.com/watch?v=91chEhzCEcQ>. Excerpt from 2:20 to 4:14.

Think Tank

Ask students to read the information in the box and discuss the question in small groups. Choose a volunteer to report their answers. Ask them what steps they could take in order to raise people's awareness of the impact of fast fashion on the environment and on workers' conditions.

Ending

Organize students in pairs and have them discuss the following questions:

- After learning a little more about the fashion industry, do you think you will think twice before buying a new clothing item?
- What can you do to be a more responsible consumer?

Answers

Activity 1

Personal answers.

Activity 2

Suggested answer: The images are about fashion consumerism and its impact on the planet.

Activity 4

Suggested answer: Fast fashion is a term used by fashion retailers and designers to describe a business model that follows current fashion trends. Slow fashion is the movement for designing, creating, and buying sustainable clothes for quality and longevity.

Activity 6

Suggested answer: Fast fashion works on exploitative labor conditions and is destroying the planet.

Activity 7

- a) Obscene amount of clothes, stealing independent designers' ideas, low wages, unsafe work conditions, and harassment.
- b) It's similar to the concept of fast food: it's cheap, quick, and of questionable quality.

Activity 8

- a) It is a documentary.
- b) It is about the true cost of our clothes.

Activity 9

- a) It is destroying parts of the world, and it is not making us happy.
- b) He talks about what the podcast interview will be about.
- c) Listeners will learn to think differently about the choices they make every single day.

Activity 10

These elements help set a welcoming, inviting, and intriguing atmosphere so that viewers can get interested in listening the whole audio.

Activity 11

- a) No, she believes that people were not educated until very recently about the dangers of fast fashion.
- b) The oil industry.

STEAM PROJECT**The Plastic Fabric Challenge | Part 3****Contents**

- » A plastic fabric

Objectives

- » Combine language, social, and art skills to produce a piece of fabric from plastic bags

Materials

- » Student Handbook, pages 102-103
- » Plastic bags
- » Scissors
- » Baking paper
- » An iron
- » Extra tools, such as thread, needles, stapler, etc.

Class Plan**Beginning****Re-Test**

Since retesting is a very important step in STEAM challenges, encourage students to go back to the list of procedures followed in the test stage.

Remind students to use their notes to implement their suggestions for improvement. Explain that it is important that they use the exact same methods as before to test the resistance of the material and that is why their notes are so important. This will allow for a more consistent comparison. If the group feels satisfied with the resistance of their plastic sheet, they should now consider what kind of product they are going to create. This is the moment when each group will be able to design something completely different from one another and demonstrate their creativity. Make sure they document this final process for the presentation stage.

Developing**Final Evaluation**

This is an interesting moment for students to share and compare their experience and the products they have created. The second instruction provides students with the opportunity to reflect on the difficulties and the possibilities available for working with recycled materials. Ask them to what extent this project has raised their awareness of the importance of using recycled materials. Also, invite some volunteers to say whether they feel our society produces a lot of unnecessary garbage and uses resources unwisely.

Ending

Invite students to have a whole group wrap-up.

Encourage students to talk about the different stages of this project and talk about what worked well and what they had more difficulty with. If you find it appropriate, invite them to talk about teamwork as well. You may use some of these questions to help them in their discussion:

- » How easy or difficult was it to follow the suggested procedures?
- » What was the most difficult thing for your group?
- » What caught your attention in your findings?
- » Did you draw any conclusions?
- » What different things can you learn from a project like this?
- » How could this STEAM challenge be used in a real-life situation?
- » How well did your group work together?
- » What tips can you give for effective teamwork?
- » Considering the whole process, what could you do differently next time?

UNIT 4 • Fashion

Contents

- » CBC News Marketplace program on world's clothing waste problem

Objectives

- » Predict content of audio through discussions based on background knowledge
- » Learn about where old clothes can end up and how they can be a problem for the environment
- » Learn about clothes recycling programs
- » Reflect on the topic, thinking about how old clothes are disposed of and what the impact is
- » Connect the topic of the video to reality and reflect on the ideas presented in the audio
- » Demonstrate comprehension of general and specific information
- » React to the content of the audio and express opinion on the topic

Materials

- » Student Handbook, pages 242-243
- » Audio track

Class Plan

Beginning

Before the class, write "Fashion" on the board. As students come into the classroom, invite them to say a word which they think is associated to this word. Write the answers on the board and draw their attention to the word chain formed by association.

Developing

Activity 1

Ask students to read the instructions and do the activity in pairs. Allow them time to think about the questions. Encourage them to express their opinions. Monitor the activity and help them when necessary. As they finish, ask the pairs to share their answers.

Activity 2

Ask one volunteer to read the instructions and statements. Explain to students you will play the audio twice: the first time they should focus only on the information asked in the activity. Play the audio for the second time and check the answers with the whole group.

Audio Script • Track 4.1

Charlsie: I'm here checking out some of the biggest fashion chains in the world, but I'm not shopping for new clothes. I'm actually trying to get rid of some of my old ones. So, these are my all-time favorite sweatpants from college. These, I washed them and they totally shrunk. These were also super cheap. This is just like an old t-shirt. It was black at one point in its life. Some retailers are on a mission. They want your unwanted clothes, and some are competing with charities for it. There's a new bin in town and the message is clear: Don't throw old clothes in the garbage, dump them here. They'll take curtains, they'll take jeans, they'll even take your old underwear. Drop off old clothes and get a coupon to save money when you buy new ones. But before I part with my old clothes, I've got a few more questions. These bins sure make us all feel good. But are they doing as much good as we think?

CBC News. "How Fast Fashion Adds to the World's Clothing Waste Problem (Marketplace)." YouTube. January 19, 2018. Accessed December 2, 2019. <https://www.youtube.com/watch?v=elU32XNj8PM>. Excerpt from 0:23 to 1:26.

Activity 3

Have students read the instructions. Explain to them you will play the audio once for them to complete the activity and a second time to check their answers.

Before checking with the whole group, ask students to compare their answers in pairs.

Audio Script • Track 4.2

Charlsie: So, in the last few years, some of the biggest names in the business, Levi's, Nike, Adidas, Zara have started recycling programs.

All retailers with donation bins in stores calling out for your old garments. But none go as far as H&M. They will take anything: jeans, curtains, even underwear. Just check out their ads.

Ad: The thing that you never wore, this and this and that. The thing with the color that wasn't your color, bring it on.

Charlsie: This is one of H&M's latest ad campaigns.

Ad: Just cut your jeans into pieces and make new jeans out of them.

Charlsie: "Cut your jeans into pieces and make new jeans out of them."

► **Ad:** With your help, we literally turn your old clothes into new garments.

Charlsie: "We literally turn your old clothes into new garments."

Ad: Garments in the worst condition can be transformed into insulation material or textile fibers woven into cloth, reborn as fashionable new clothes of every conceivable kind.

Charlsie: What do you think about recycling clothes?

Passerby: I think that's amazing. That's a great plan.

Charlsie: We're talking about recycling clothes. What does that make you think is happening to the stuff?

Passerby 2: I think, maybe, it's, like, refurbish the clothes, and, like, get them to look new again.

Charlsie: What do you think happens to that stuff?

Passerby 3: Doesn't it get recycled to make new clothes from the old clothes?

Ad: Let's shred it into fibers and stitch it into something new. The only thing we will not do is waste it.

Charlsie: Bold recycling claims. They sound great, but are they really? To try to find out, we head to New York City, one of the fashion capitals of the world ...

Elizabeth Cline: With jackets, you always have to check the lining.

Charlsie: ... to meet Elizabeth Cline, an anti-fast fashion crusader. Because of what she knows, she only wears used clothes. It's made her a pro at assessing cast-offs.

Elizabeth Cline: On a coat, the first thing you would do is, like, make sure the zippers work. Especially fast fashion, like, a lot of the fasteners will just break and chip really quickly.

Charlsie: We show her H&M's marketing and ask her what she thinks about making new clothes out of your old ones.

Ad: Let's shred it into fibers and stitch it into something new.

Elizabeth Cline: The reality is that currently only about 1% of clothing is actually recycled in the very literal sense of the word.

Charlsie: 1%?

Elizabeth Cline: 1%.

Charlsie: 1% is recycled?

Elizabeth Cline: Yeah. If you're talking about recycling in terms of taking fibers and breaking them down and turning them back into new fibers, it's 1%.

CBC News. "How Fast Fashion Adds to the World's Clothing Waste Problem (Marketplace)." YouTube. January 19, 2018.

Accessed December 2, 2019. <https://www.youtube.com/watch?v=elU32XNj8PM>. Excerpt from 4:45 to 7:28.

Activity 4

Encourage students to work in small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Encourage them to take notes of the main points for later. Give them 7 minutes to do it. Monitor the activity and help them when necessary.

Ending

Ask to the groups to share their answers to the whole class. Tell them to use the notes to remember the main points. Then encourage the each group to come up with ideas to recycle old clothes. Give them time to think about it. Ask them to present their creations to the rest of the class.

Answers

Activity 1

Personal answers.

Activity 2

a; c; d

Activity 3

a) recycling, donation; b) literally, fashionable; c) old, new, make; d) 1%, sense, fibers, back

Activity 4

Personal answers.

UNIT 4

CLASS

Lesson 4

Contents

- » Persuasive techniques
- » Ad campaign

Objectives

- » Identify and use vocabulary related to persuasive techniques
- » Create an ad campaign with five pieces

Materials

- » Student Handbook, pages 50-51
- » Students' ad images and texts

Class Plan

Beginning

Write some pairs of words on the board, such as "popcorn x peanuts," "juice x soda," "bike x car," "fruit x cake," "sugar x salt," etc. In pairs, students choose one side each and take turns trying to persuade their classmate that the item they have chosen is better.

Developing

Activity 1

If students choose item a or item e, ask them to explain how these could be examples of persuasion and judge if their point of view is coherent.

Activity 2

Invite students to play a guessing game in small groups: one student describes a campaign, and the others try to guess what it is. When everyone in the group has had their turn, ask them to discuss the questions in this activity.

Activity 3

Ask students to read the persuasion techniques and underline the words that help them to identify the technique they refer to. If necessary, explain the meaning of **bandwagon** (used in reference to a cause that is fashionable or popular and attracting increasing support).

Activity 4

Before students do the activity, ask them to say what the main objectives of an ad campaign are and on which media it may appear. Then ask students to form small groups and allow them enough time to read the steps.

Extra Activity

To help students understand the concept of a **mission statement**, write the names of some companies on the board and read their mission statements for students to match. Here are some examples:

- » Nike: to bring inspiration and innovation to every athlete in the world.
- » Sweet Green: to inspire healthier communities by connecting people to real food.
- » TED: spread ideas.
- » Honest Tea: to create and promote great-tasting, healthy, organic beverages.
- » Jet Blue: to inspire humanity – both in the air and on the ground.

Activity 5

Allow students time in class to design their campaign. You can ask them to use one of the following platforms to create their ad campaign: <http://ftd.li/753emf>.

Ending

Invite students to present their ad campaigns in class. They can give the other groups feedback based on the questions in activity 4 as well as their opinion on the campaign itself. Finally, ask students what they think was important for them in this unit about ethical clothing and how they would like to share what they have learned with other people at school.

Answers

Activity 1

Suggested answers: b, c, d

Activity 2

Personal answers.

Activity 3

a) bandwagon appeal;

b) the testimonial (or celebrity) association;
c) humorous appeal.

Activity 4

Personal answers.

Activity 5

Personal answers.

The Plastic Fabric Challenge | Part 4

Contents

- » A plastic fabric

Objectives

- » Present the final product and explain the group's conclusions about the quality of the material

Materials

- » Student Handbook, pages 102-103
- » Students' final product

Class Plan

Beginning

Organize students for the presentation. Give them some time to prepare for the presentation.

Developing

Presentation

This is a moment for students to refer back to the notes they have taken throughout the process and think about a logical way of explaining what they have discovered, which methods and materials have been used, and if their final product reached the quality they had imagined. They should talk about these as they display what they have produced.

Ending

Give students feedback about their work as a team and their final product.

UNIT 4 • Clothes

Contents

- » Clothes
- » Buying habits

Objectives

- » Review and expand the language content from unit 4
- » Talk about clothes and buying habits
- » Reflect on consumerism and sustainable choices

Materials

- » Student Handbook, pages 267-268
- » Reusable bottles (optional; one per group of four or five students – alternatively, you can use pencils or pens)

Class Plan

Beginning

Ask students "How important are new clothes for you?", "What do you consider when you want to buy a new piece?" Have them discuss for a few minutes in pairs and open the discussion for the whole group. Ask students if they ever have thought about their buying habits.

Developing

Activity 1 – Preparation

Allow some time to students so that they can read the questions. Check their understanding and help them if necessary. Explain to them that they do not have to write anything but reflect on those questions for some time. However, if students feel more comfortable, they can take some notes. Ask them if they think that those questions are useful to help them reflect on their buying habits when it comes to clothes.

Activity 2 – Interaction

Ask students to form groups of four or five and sit in a circle. Give each group a bottle (alternatively they can use a pen or pencil) and ask them to put it in the center of the circle. Have them read the instructions and answer any questions. As they play, walk around the classroom to monitor their work.

Extra Activity

Explain to students they are going to watch a video about clothing waste problem. Ask them to read the title of the video "How Fast Fashion Adds to the World's Clothing Waste Problem (Marketplace)" and mention a few things what they expect to see in it. We suggest that you watch the entire video in advance and select some parts to show to students. Play the video and open a discussion about new possibilities of solving the world's clothing waste problem.

- » CBC News, "How Fast Fashion Adds to the World's Clothing Waste Problem (Marketplace)": <http://ftd.liljo468b>.

Ending

Ask students to talk about what they found out about their classmates comparing with their own habits. Promote a debate on their buying habits. Encourage them to participate and provide complete sentences and ideas.

Answers

Activity 1 – Preparation

Personal answers.

Activity 2 – Interaction

Personal answers.

UNIT 4 • Informed Decisions about Clothing Items



Contents

- » Ethical fashion/consumption

Objectives

- » Read and talk about the impacts of the fashion industry on the planet
- » Present structures to describe quantities and figures
- » Practice using vocabulary related to ethical fashion/consumption
- » Create an ethical fashion campaign

Materials

- » Student Handbook, pages 188-191
- » Bilingual dictionaries (printed or online)

Class Plan

Beginning

Activity 1

Draw students' attention to the title of the class and ask them what an **informed decision** is. Elicit some contributions and guide them towards the correct meaning of the word **informed** before they read the dictionary entry. Read the definition with the whole group and elicit examples of when it is important to make informed decisions. Talk to students about the informed decision that we should make when it comes to fashion. Guide the discussion toward sustainable/ethical fashion or consumption.

Developing

Activity 2

Elicit some ideas from the whole group to demonstrate the activity. Then let students work in pairs or small groups to brainstorm some ideas. Have them take notes on their suggestions. The aim of this activity is to activate their background knowledge and prepare them for the reading activity that follows.

Activity 3

Explain to students that the missing words in activity 3 help talk about quantities. Show them the words in the box and give them time to complete the gaps individually. Allow them time to check their answers in pairs. Invite some students to come to the board and write up their answers. Provide a final correction and work on the meaning and pronunciation of more difficult items, as needed.

Activity 4

Have students quickly look at the terms to check which of the them they are familiar with. Ask students who are familiar with one or some of the words to explain them to the group using their own words and provide examples. It is possible that they have never seen some of them, and that is fine. Allow students some time to do the matching activity individually first. Give them the chance to compare answers with a classmate before the correction on the board. Practice the pronunciation of these terms with students. Read the words out loud and have them identify the stressed syllable and underline them on the board.

Activity 5

Explain to students that they have the chance to use the words they saw in the previous activity. Depending on the profile and level of proficiency of the group, decide if they will do it individually or in pairs. If they will benefit from each other's help, let them work in pairs. Ask them to use a bilingual dictionary to find examples with the other words that were not used.

Activity 6

This is a moment for students to personalize the topic and put forward their contributions. Ask them to form small groups and brainstorm possible actions that they and the people around them could take. Encourage students to use the new vocabulary from activity 5. Make sure they take notes of their ideas to be shared with the whole group later.

Activity 7

Ask students to stay in the same groups or form other groups. Tell them that they will need to use their ideas brainstormed before. Encourage them to be creative, walk around the classroom to monitor their work and help them as needed.

Go Further

Have students do some research and use some data and figures to back up their campaign. They will then be able to use the structures analyzed in activities 3 and 4.

Answers

Activity 1

Suggested answer: It applies to fashion when we know something about how our clothes have been made, the company's reputation, etc. and make choices based on that.

Activity 2

Personal answers.

Activity 3

a) of all; b) roughly; c) as long; d) equivalent; e) up to; f) estimated; g) two to three times; h) of all; i) about; j) second-largest; k) responsible

Ending

Have students share their ideas for a campaign with the whole group. Organize them in a way that they can all present their outcome briefly. Time this presentation so that they all have a chance to share.

Tip

If time is a problem, let students just explain to the group what their campaign would be about.

Activity 4

I. b; II. h; III. e; IV. j; V. a; VI. d; VII. i; VIII. c; IX. k; X. g; XI. l; XII. f

Activity 5

a) biodegradable; b) organic; c) second-hand; d) Fast fashion; e) Minimalism; f) upcycling; g) greenwashing; h) cruelty-free

Activity 6

Suggested answer: Suspicion of really cheap clothes can be a start. Try to research the company to learn more about their production process.

Activity 7

Personal answers.

STEAM**UNIT 4 • Upcycling****Contents**

- » Upcycling

Objectives

- » Upcycle an old T-shirt into a pillow (or pillowcase)
- » Consider other ways to upcycle clothing

Materials

- » Students' old T-shirts and extras
- » Pillow stuffing (e.g., pieces of fabric, recycled plastic bags, pillow stuffing from old pillows, etc.)
- » Scissors that can cut fabric (at least one per pair of students)
- » Rulers (at least one per pair of students)
- » Pencils
- » Computer lab or devices with internet access (optional)

Class Plan**In Advance**

Ask students to bring old T-shirts and pillow stuffing, but don't tell them what it is for.

Beginning

Ask students to discuss, in pairs, ways to make ethical fashion choices. Have a few volunteers share their thoughts with the group. Ask "What do you do with old clothes?", "How can we avoid throwing old clothes in the trash?"

Write "upcycling" on the board and ask students to explain what it means. Ask if part of the word reminds them of another word they know (possible **recycling**). Elicit or explain that **upcycling** is taking something old and making something new and useful out of it, rather than throwing it away.

Ask students to look at their old T-shirts and the rest of the materials and think of possible ways to upcycle it. List their ideas on the board. It is important to have some extra T-shirts in case a student forgets it. If there are not enough T-shirts available, ask students to work in pairs.

Developing

Explain to students they are going to make a pillow (or pillowcase if you do not have pillow stuffing). Organize students into pairs or trios and ask them to come up with some ideas on how to do it. Allow them

some time for the discussion. Explain how to make a pillow by transforming an old T-shirt. Have students choose the part of the T-shirt they want to be in the center. Instruct them to keep it smooth and flat on the table, so that they can draw a square (or other desired shape) around that part. Then they should measure about 6 centimeters (cm) wider and draw a square (or another chosen shape) around that. They should cut around the larger shape through the two layers of fabric (front and back). Next, they make a fringe of cuts about 3 cm wide, stopping just at the inside shape. These will be tied together, front and back around the perimeter of the shape. When there is about 10 cm left, they can stuff the shape with pillow stuffing before tying it off. If necessary, you can make your own pillow using your old T-shirt along with students. However, we suggest that you allow them to work on their own as much as possible. Walk around the classroom to monitor and help them as needed. When they are done, have them show their pillows to the group.

Think Tank

Ask students if they know any thrift shops or other sources of used clothing for sale or donation in their community. Ask if they have ever bought and worn something secondhand. An easy way to combat the ethical and environmental problems of the fashion industry is to keep clothes longer, buy used, and also upcycle them.

Ending

Ask students to brainstorm other ways to upcycle T-shirts and other old clothes. If they can access the internet, allow them to search for ideas. Otherwise, challenge students to think of what to do with the pieces left behind from the pillow they just made. Ask questions like "Can some be cut like a spiral into long strips that are then braided or tied and made into something?", "Can larger scraps be made into small pillows, pockets, or other items?", "Can the round shape of the sleeves serve for something else?"

Go Further

- » Little House Living, "Ways to Repurpose T-shirts": <https://ftd.li/6wq354>
- » Sayanora Media, "6 T-Shirt Upcycling Ideas": <http://ftd.li/dbjnxk>

Units 3-4

Contents

- » Interview
- » Present perfect
- » **Have you ever, how long, how far**
- » Plan an entry
- » **Already, still, or yet**
- » Superlative

Objectives

- » Revise content from units 3-4
- » Create interview questions
- » Make and participate on a interview
- » Create a list of reasons why adults might want to go to school
- » Revise present perfect tense
- » Understand how to use **have you ever, how long, or how far**
- » Plan an entry for a fashion photography project
- » Revise **already, still, or yet**
- » Revise superlative

Materials

- » Student Handbook, pages 94-95
- » Kraft paper or poster-size paper
- » Colour pens and pencils

Class Plan

Beginning

Ask students, in pairs, to discuss on adults going to school. Set a five-minute time limit to them. Invite them to write it down before sharing with the whole group. Encourage them to give their opinions about the subject and guess if adults really want to go to school or not.

Developing

Unit 3

Activity 1

Go over the instruction and make sure everyone understands what to do. Have students working in pairs. Then ask a few volunteers to share the answers with the whole group.

If some students previously interviewed a member of their family, tell them to use this information to do the activity.

Activities 2 and 3

Have students read the instructions and make sure everyone understands what to do. Allow them a few minutes to do the activity. Monitor the activity and help them when necessary.

Activities 4 and 5

Go through an example to explain the activity. Ask a volunteer to do with you the role playing. Give them time to perform the roleplay with more than one classmate. Walk around the classroom and help them with language if necessary.

Activity 6

Have students going back to their earlier classmates. Give them time to talk about the schools and which one they want to go to.

Unit 4

Activity 1

Have students working individually. Ask them to take notes about the registered moment. Then have a few volunteers share their answers with the group.

Activities 2 and 3

Go over the instructions and make sure everyone understands what to do. Have students working in pairs, and then check with the whole group.

Activity 4

Arrange students into small groups. Go over the instructions and make sure everyone understands what to do. Tell students they have up to 8 minutes to discuss, come up with the plan, and make the drawing. As they finish, ask them to present their entries to the group. Monitor the activity and help them when necessary.

Ending

Ask students to vote which entry they think are more interesting and tell why.

Answers

UNIT 3

Activity 1

In this unit, you can invite students to ask their families why they would want to go to school, as it will help them to do the activity.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 6

Personal answers.

UNIT 4

Activity 1

Personal answers.

Activity 2

a) still; b) yet; c) already; d) already; e) still; f) yet

Activity 3

a) Peter Lidbergh was one of the greatest fashion photographers anyone has ever seen.

b) We have never seen the most famous portrait in the world: *Monalisa!*

c) What is the best photography book that you have read?

Activity 4

Personal answers.

Units 3-4

Contents

- » Content from units 3-4

Objectives

- » Assess what students have learned in units 3-4

Materials

- » Test available at Iónica
- » Extra activities (optional)
- » Readers (optional)

Class Plan

In Advance

- » A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.
- » Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.
- » Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.
- » Check if you will need sound equipment and make the necessary arrangements.
- » Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English

proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt your lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

- » For formative assessment ideas, visit <https://ftd.li/ut8gpg> and <https://ftd.li/nbbfso>.
- » Read about the difference of summative and formative assessments at <https://ftd.li/pogkj6> and <https://ftd.li/rvaei5>.

Classroom Management

- » Answer questions students may have about the instructions.
- » If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- » Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.
- » During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.
- » If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while all students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

Ending

Dismiss students after they have completed all the test sections.

Tip

After scoring the tests, give feedback to students about the parts they did well and the parts they need to improve as a whole group and individually. For such, you may use the mental and written notes you have taken during the test and write a report card for each student with some personal notes on their performance.

GAME

Digital Footprints Out There

Contents

- » Digital citizenship – digital footprint and netiquette
- » Responsible use of technology

Objectives

- » Develop self-awareness and self-regulation about digital citizenship
- » Raise awareness of the "digital footprint"
- » Reflect on the kind of information we should or should not share online

Materials

- » Slips of paper with five different digital footprint questions on each one. Read the example questions below. These questions should encourage reflection and group discussion.
 - » Am I violating school policies or breaking any rules?
 - » Would I be fine if someone else shared it about me?
 - » Does it really represent who I am and what I really believe in?
 - » Do I know this person well enough to share this information about them?
 - » Would I share or say this if I were face-to-face with this person?
 - » Am I posting this because of a temporary emotional reaction?
 - » May I regret having posted it later?
- » Poster paper (colored, if possible)
- » Colored markers
- » Dice
- » Clips of paper or any small object to serve as counters
- » Cutout pictures related to the topic (optional)
- » Glue (optional)
- » Projector

Class Plan

Beginning

Talk to students about the importance of protecting our privacy and respecting others' privacy as well. Write the terms "digital footprint" and "netiquette" on the board

and ask students what they know about it. Write some key ideas on the board and clarify the meaning.

Tip

Read aloud or project the following definitions to students.

Digital footprint

A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services. [...]

Publishing a blog and posting social media updates are other popular ways to expand your digital footprint. [...]

Techterms, s.v. "digital footprint," accessed May 5, 2020, https://techterms.com/definition/digital_footprint.

Netiquette

Netiquette is short for "Internet etiquette." Just like etiquette is a code of polite behavior in society, netiquette is a code of good behavior on the Internet. This includes several aspects of the Internet, such as email, social media, online chat, web forums, website comments, multiplayer gaming, and other types of online communication. [...]

Techterms, s.v. "netiquette," accessed May 5, 2020, <https://techterms.com/definition/netiquette>.

You can find further useful information on the following webpage.

- » Maryville University, "Digital Citizenship and Netiquette: A Teacher's Guide": <http://ftd.li/oa2cxt>.

Developing

Ask students how they communicate online, which websites, platforms, or apps they use. They may mention the most popular social media, their posting habits, and different ways they interact with others virtually. As they share their online communication habits, write some of their ideas on the board. Then ask them which types of communication or posts could negatively impact them now or in the future if used carelessly.

Divide students into groups of four for discussion. Give out the sets of five questions (slips of paper) to each group and encourage them to think of safety tips and steps they can follow in order to self-reflect before they self-reveal each time they interact virtually. Have them take notes.

Explain to students each group is going to create a board game to raise awareness about appropriate behavior online. Project or read the following instructions.

- choose a topic related to digital citizenship, e.g., sharing newspapers, comment on other people's posts, share pictures of other people, post an opinion on your social media page, etc. Each group should choose a different topic;
- create a boardgame with 10 to 15 squares. Include start and finish squares;
- some of the squares should consist of questions on the topic - these questions should help other classmates when in doubt about what to do online (e.g., whether or not to share a photo);
- other squares should include commands (e.g., go back two spaces, miss a turn, go forward two spaces, etc.);
- establish the rules of the game in groups.

Give some example questions to students so that they can get the idea. These can be yes/no questions, e.g., "Would you share the picture to your grandmother?", "Would I let this picture as my phone's wallpaper?", "Would I be angry or embarrassed if someone posted a similar photo of myself?" You can find more ideas on this theme webpage, available at <http://bit.ly/2p9w8d0>

Give each group some poster paper so that they can create their boardgames. Allow them some time to do so and ask them to decorate their boards as they like it.

Ending

Ask groups to exchange their boardgames. They should play, if possible and at least, one round of their classmates' games. Invite students to share their impressions of the games. If time allows, ask if they want to make some adjustments to their boards. Keep the games to be played in future classes.

EXAM PRACTICE

Unit 3

Contents

- » Content from unit 3

Objectives

- » Assess what students have learned in unit 3
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- » Audio track available at lônica

Class Plan

In Advance

A few days before:

- » download the exam from lônica and have copies made;
- » read the Exam Guidelines available at lônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk

CLASS

arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening, and Speaking.** Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

CLASS

Unit 4

Contents

- Contents page

Objectives

- Assess what students have learned in unit 4
- Get students familiar with international exam formats

Materials

- Copy of the exam available at Oxford
- Audio track available at Oxford

Class Plan

1. Review

4 days before:

- Distribute the exam form (Oxford) and have copies made
- Read the exam guidelines available at Oxford in order to familiarize yourself with the exam characteristics and be able to answer students' questions

In the previous class:

- Explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions.
- Discuss test-taking strategies they can use during exams: time management, leaving difficult questions for the end is one example.

Beginning

Arrive before students and check if you have all the necessary material to start the exam. Check if desk arrangements are adequate. They must discourage

students' interaction as well as leave enough space for you to move around the test. If necessary, remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening, and Speaking**. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a group). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave the section to a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," tell them to stop where they are and hand over their tests immediately. Collect everything and make sure they have written their name on the question papers.

MUSIC

Conditional Verses

Contents

- » Conditional sentences
- » Metaphorical language

Objectives

- » Identify conditional phrases

Materials

- » A song with conditional sentences (suggested songs: "Count on Me," Bruno Mars; "If You Were a Sailboat," Katie Melua)
- » Lyrics of the song chosen (to be projected or a copy per pair or trio of students)
- » Sheets of paper (one per student)
- » Colored markers, paint, pencils, etc.

Class Plan

Beginning

Write some stem sentences on the board. Have students choose two of them and complete them using their creativity. Invite them to share their sentences in small groups. Here are a few suggestions:

- » If I were a cat, I would ...
- » If I were the ocean, I would ...
- » If I were an adult, I would ...
- » If I were invisible, I would ...
- » If I were a song, I would ...

Ask students to explain why they chose those particular endings. Encourage them to share them with the rest of the group.

Developing

Explain to students they are going to listen to a song, and they need to identify the conditional verses. Play the song once and have them identify the conditional sentences and count them. Ask them to take notes. Then have students compare with a classmate. Play the song again, if necessary.

Distribute the song lyrics and have students identify and underline the conditional sentences. In pairs, have them compare with their notes. Ask students how many they got correctly when listening to the song. Play the song once more so that students can listen and check.

Elicit how students identified the conditional sentences (probably if/would) and write the structure on the board to reinforce. Ask them about the use and meaning of this structure.

In pairs, have students discuss the metaphorical meanings used in the song. Open the discussion to the whole group.

Ending

Hand out the sheets of paper to students. Play the song again, and while they listen, ask them to make an illustration depicting the song. Encourage students to use their imagination and express how they feel about the song. Invite them to share their work with their classmates.

Lesson 1

Contents

- » News
- » Headlines

Objectives

- » Talk about different sources of information
- » Read a news story about an alternative treatment for people with ADHD to check predictions and for main information

Materials

- » Student Handbook, pages 54-55
- » Cell phones (optional)

Class Plan

Beginning

Write "news" on the board and, in pairs, ask students to take turns saying words and names they relate to. After 2 or 3 minutes, invite some volunteers to share some of their ideas.

Developing

Activity 1

Ask students to consider all the different sources of information for each news topic. If students have a cell phone, ask them to go to websites where they find news for items c and d. In small groups, ask them to evaluate whether these sites are reliable or not. Finally, invite them to share with the whole group what led them to conclude if the websites are reliable or not.

Activity 3

If students ask you what **ADHD** means, challenge them to find the meaning in the text as quickly as possible (Attention Deficit Hyperactivity Disorder). Also, allow students some time to exchange ideas of their predictions about the news story.

Activity 4

Have students read the text and add the headlines individually. When they finish, ask them to compare their answers in pairs, saying which words in the text helped them to choose the appropriate headline. After checking students' answers, invite them to comment on what caught their attention in the news story and ask them if they also have a hard time focusing sometimes, and if so, what strategies they have to cope with it.

Activity 5

After checking students' answers, elicit what they believe characterizes a headline and invite them to read the information in the Tip box. If you find it relevant, ask them if the same characteristics apply to headlines in their own language.

Activity 6

After checking students' answers, invite them to create the background information for each news story in small groups. When they finish, ask them to sit with a classmate from a different group and compare their ideas.

Think Tank

In small groups, ask students to discuss the questions and come up with two or more reasons to support their views.

Ending

Explain to students they will play a Chinese Whispers game called Be Careful with Fake News. Divide them into small groups, and have each group form a line. Whisper a headline into the ear of the first student of each line. Instruct them to whisper what they heard into the ear of the next student in line, and so on until the last one. The last student of each line has to say out loud what they heard. If the sentence they say is correct it is considered accurate news. If the sentence is wrong it is fake news. You can use the headlines below.

- » How to Have a Healthier and More Productive Home Office
- » Girl from Wyoming Sleepwalks into Neighbor's House
- » Elenora Gilmore Wins Best Singer Category at the UNO Awards

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

b; a; c

Activity 5

a) The writing is very objective and direct.

b) It explains the background information so you understand the context.
c) It is divided into different sections so you can read it easily.

Activity 6

a) Humans have walked on the moon.
b) A teacher stopped a thief in their school.
c) A dolphin has been/was arrested for being a spy.

CLIL PROJECT

How Has the Media Evolved? | Part 1

Contents

- » Evolution of the media

Objectives

- » Promote awareness of the impact of the media in people's lives
- » Promote understanding of the evolution of the media (past, present, and future)
- » Learn what a podcast is and how to produce one

Materials

- » Student Handbook, pages 104-105
- » Computer lab or devices with internet access

Class Plan

Beginning

In this volume, students discussed the relationship between the news/the press and citizenship. In this project, we aim to support students' understanding of what the media used to be, what it is today, and what it is expected to become in order to help them be better able to navigate it more effectively and responsibly. For that, they will choose relevant themes to research and discuss and share with the school community what their findings are in a relevant and modern format: the **podcast**.

Write "evolution" on the board and invite students to come up with words they relate to it. In small groups, they take turns saying words and making an oral list. After 3 or 4 minutes, invite some volunteers to share some of the words their group came up with.

Developing

Activity 1

Invite students to analyze the image that opens this section and read the title: "How Has the Media Evolved?" They should take individual notes about their first opinions. Next, elicit the different kinds of media, such as TV, radio, newspapers, social media, podcasts, news websites.

Form small groups and allow them some time to come up with words and ideas they associate with the past, the present, and the future of the different kinds of media. Welcome students' ideas and invite them to jot down their initial ideas about the guiding question. Invite one or two volunteers to share their initial thoughts with the whole group.

Activity 2

Ask students to read the instructions in the activity and, in their groups, choose the focus and title of their episode. Explain that this will be a collaborative production and that it is very important that the groups communicate their ideas of episodes for the podcast to be coherent and to avoid repetition. They also have to think of a logical sequence for the episodes and create a title for the podcast.

Activity 3

Brainstorm what students remember about podcasts. This is an important moment for them to understand what exactly they are expected to do. Instruct students to concentrate on the basic characteristics of the genre. In order to ensure that every episode is consistent and part of a whole, ask them to do their research and share their findings with the whole group.

Tip

The following sites on the creation and main features of podcasts may be recommended:

- » *Blogging.com, "How to Start a Podcast: the 2019 Best Guide for Beginners":* <http://ftd.li/epsvnu>;
- » *Justinjackson.ca, "How to Make a Podcast (and Submit It to iTunes)":* <http://ftd.li/2uv6hr>;
- » *The Podcasters' Studio, "Podcasting 101 – How to Start a Podcast (2020)":* <http://ftd.li/2e6b9u>.

Ending

After students have done their research, elicit the main features of a podcast and define as a group which characteristics should be evident in all episodes.

Lesson 2

Contents

- » Bias
- » Phrases to manage a conversation
- » **So** and **such**

Objectives

- » Read the definition of bias and identify their own biases when analyzing a photo
- » Read a conversation and identify opinion about media bias
- » Phrases to manage a conversation
- » Use **so** and **such** appropriately

Materials

- » Student Handbook, pages 56-57
- » Audio track

Class Plan

Beginning

Divide students into two groups and explain to them that they have 2 minutes to create a pose and the context behind it. When the 2 minutes are over, ask one of the groups to be the first to strike their pose and invite the other group to guess what the context is.

Developing

Activity 1

With books closed, ask students what they usually like (or not) about seeing images. Next, ask them to look at the image in the activity, take individual notes, and then share their opinions with a classmate.

Activity 2

Ask students to read the definition of **bias** and answer the question in pairs or trios. Encourage them to talk about personal experiences that may have led them to interpret the picture the way they did.

Extra Activity

If you find it relevant, expand on activity 2, asking students to consider what the photographer's intention may have been and what kind of news story it might be illustrating. Finally, invite students to write two different captions for the picture, an objective and a creative one.

Activity 4

Ask students to draw a line where Leticia interrupts Polly and draw a star where Polly changes the subject.

Activity 9

With books closed, play the words in the audio one by one and encourage students to say a sentence with them. Play it again so students can do the activity.

Audio Script • Track 19

*although – but – coat – come – does –
hope – throw – young*

Activity 11

Elicit what students know about **debates** and say the following statements for them to correct:

- » Debates are informal discussions. (Formal.)
- » There are two sides debating and they may defend the same position. (Sides defend different points of view.)
- » There is no time limit for participants to explain their ideas. (Two minutes is the usual time allowed.)
- » It is okay to interrupt when the other side is speaking. (You should wait for your turn.)
- » Debates have no winners. (The side that has more consistent arguments wins.)

Allow students some time to do some research and begin the debate.

Tip

If you find it appropriate, allow students some time to look at the information at <http://ftd.lilsyovas>.

Ending

Explain to students they will play a Chinese whispers game called Be Careful with Fake News. Divide them in small groups, and have each group form a line. Whisper a headline to the first student of each line. Instruct them to whisper what they heard to the next student in line, and so on until the last one. The last student has to say out loud what they heard. If the sentence they say is correct, it is considered accurate

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Think Tank

Possible answers:

- Yes. No. It's unavoidable, a part of human nature.
- Not necessarily, the problem comes when we think that we are neutral when we are not.
- Yes, and that's what this class is about.

Activity 3

Polly thinks it's a big problem not to be able to believe what we read or see on the news or the internet. Laetitia disagrees and says that although it's important to be aware of bias, it doesn't mean we can't trust anyone.

Activity 4

Interruption: "Sorry to interrupt"

Change of subject: "Before I forget"

news. If the sentence is wrong, it is fake news. You can use the following headlines.

- › "How to Have a Healthier and More Productive Home Office"
- › "Girl from Wyoming Sleepwalks into Neighbor's House"
- › "Elenora Gilmore Wins Best Singer Category at the UNO Awards"

Activity 5

Polite interruption: Sorry, but I just wanted to say ..., Before you continue, ..., Can I just add that ...

Changing the subject: That reminds me..., Speaking of..., By the way ...

Activity 6

a) such; b) so; c) so; d) such

Activity 7

a) such; b) so

Activity 8

a) so, such; b) such, so; c) such, so; d) so, such

Activity 9

/əʊ/ (so)	/ʌ/ (such)
throw	but
coat	young
although	does
hope	come

Activity 11

Personal answers.

UNIT 5 • So, So Much, So Many, Such a

Contents

- » So, so much, so many, such a

Objectives

- » Review and expand the grammar content from unit 5
- » Practice using **so, so much, so many, such a**

Materials

- » Student Handbook, pages 226-227
- » Cards or pieces of paper with nouns and some adjectives related to these nouns but in separate cards/pieces of paper, for example, tiger, strong, big, fast; rabbit, cute, small, shy, etc. (one word per student)
- » Dictionaries (printed or online)

Class Plan

Beginning

Write "so" and "such a" on the board. Ask students what they are used for (to emphasize something or indicate how extreme it is). Give each student a card or a piece of paper with a noun or adjective. Ask students to walk around the classroom and find words that could go together (e.g., tiger and strong). Once they find each other, they have to say a sentence using **so** or **such a** (e.g. "Tigers are so strong.", "Such a strong tiger.")

Developing

Activity 1

Organize students into pairs and allow them some time to complete the activity. When they are done, check the answer with the whole group. Make sure students understand when to use each expression

and ask them to give other examples. Write their suggestions on the board.

Activity 2

Ask students to read the sentences and choose the correct alternative individually. Have them compare answers in pairs and check with the whole group.

Activity 3

Have students read the instruction and the sentences. Answer any questions and allow them some time to complete the activity. Ask them to compare answers in pairs and check the activity with the whole group. If time allows, ask some students to write the complete sentences on the board.

Activity 4

Organize students in pairs to brainstorm the words together. When they are done and if time allows, have them compare their words with another pair. Ask some students to share their words and write them on the board.

Ending

Activity 5

Have students work in the same pairs to write the example sentences. Ask some pairs to share their sentences with the group. Answer any questions students might have.

Answers

Activity 1

d

Activity 2

- a) such a; b) so; c) so;
- d) so many

Activity 3

- a) so much; b) such a; c) so;
- d) so many; e) so

Activities 4 and 5

Personal answers.

How to be a better student

Introduction

1. Introduction

Importance

- 1. Importance of being a better student
- 2. Importance of being a better student
- 3. Importance of being a better student
- 4. Importance of being a better student
- 5. Importance of being a better student

Methods

- 1. Methods of being a better student
- 2. Methods of being a better student

Conclusion

1. Conclusion

2. Conclusion

3. Conclusion

4. Conclusion

5. Conclusion

6. Conclusion

7. Conclusion

8. Conclusion

9. Conclusion

10. Conclusion

11. Conclusion

12. Conclusion

13. Conclusion

14. Conclusion

15. Conclusion

16. Conclusion

17. Conclusion

18. Conclusion

19. Conclusion

20. Conclusion

References

1. References

2. References

3. References

4. References

5. References

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11. References

12. References

13. References

14. References

15. References

16. References

17. References

18. References

19. References

20. References

UNIT 5

CLASS

Lesson 3 | Part 1

Contents

- » Sounds /əʊ/ and /ʌ/
- » Debate
- » News report
- » Citizen journalism

Objectives

- » Sounds /əʊ/ and /ʌ/
- » Participate in a debate about trusting what we see on the internet
- » Listen for the main ideas of a news report about how journalism is changing

Materials

- » Student Handbook, page 58
- » Audio track

Class Plan

Beginning

Ask students to make a list of 10 professions they consider interesting for whatever reason. When you feel they have had enough time, stop them and elicit some of their ideas. Then say "I gather information on specific subjects, people, events, or occurrences and I present the information in a report form for the press, radio, television, internet, public relations division of a company, or other institutions. What am I?" (journalist).

Developing

Activity 2

Ask students which subjects they have selected and, as they share their choices, elicit their opinions about those topics. Do not say the correct answers until they have listened to the audio.

Activity 3

Play the audio once and ask students to check their predictions. Talk to them about **citizen journalism**, eliciting what they know about it and encouraging them to do some quick research on the internet.

Audio Script • Track 20

Narrator: There was a time when news wasn't news until it appeared in a credible newspaper.

Now, news is anything on your social media timeline, but who do you trust?

Ayanda: I think the news and the papers are more accurate, so I don't believe everything I hear on social media.

Moshe: Social media is more immediate and things happen as they go, so it's real-time news.

Mfundo: I think you have to be, like, qualified to be a journalist. It's not something you can just, like, do.

Narrator: Traditional journalism has become more reliant on citizen journalism. Often citizens have released stories and information online before traditional news organizations, which has its pros and cons.

Kashiefa: Social media and citizen journalism has impacted on traditional journalism in a big way. We are definitely more on our toes, we have to pay attention to various things, various platforms because the citizens are the ones telling us those stories now, but we definitely need both to tell a complete story. So we, as journalists, you still have to verify absolutely everything, even though it might be a great story, it might not be true. So, we always have to check out that.

Expresso Show. "Citizen Journalism vs Traditional Journalism." YouTube, October 20, 2015. Accessed on January 26, 2020. <http://www.youtube.com/watch?v=uM-Xm27-aS4>. Excerpts from 0:27 to 0:48, from 1:07 to 1:47, and from 1:53 to 2:02.

Language Variation

The variant of English spoken in South Africa is in many ways close to British English. The letter **r** at the end of words such as **newspaper** and **our**, for instance, is hardly pronounced. On the other hand, the letter **r** at the beginning of words is more strongly pronounced than in American or British English.

Activity 4

Before you play the audio a second time, ask students to read the questions and underline the key words which will help them focus on the information they need.

Ending

Ask students what they liked about participating in a debate and talk to them about what they have learned, both in terms of group dynamics and the opinions expressed in the arguments themselves.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

a, c, d

Activity 4

- a) Faster.
- b) Yes, because citizens have released stories and information online before traditional news organizations.
- c) Yes, because the citizens are the ones telling them those stories and they need both to tell a complete story.
- d) Yes, they have to verify/check everything.

UNIT 5 • News and Headlines

Contents

- » Headlines and pieces of news

Objectives

- » Review and expand the language content from unit 5
- » Analyze headlines and piece of news

Materials

- » Student Handbook, pages 269-270
- » Newspaper headlines in English (short headlines)
- » Computer lab or devices with internet access (to search news; alternatively, you can print out some news of the day, one piece of news per pair of students)

Class Plan

Beginning

Show students some short headlines. Write one headline on the board, for example, "France Wins the World Cup." Organize students into pairs and ask them to write a sentence for this headline providing more information on the event (e.g., "France's national soccer team beats Croatia by 4-2 in a thrilling game"). Ask students to expand the headline as much as they can, adding extra information. You can provide a different headline to each pair of students or the same headline to the group.

Developing

Activity 1 – Preparation

Ask students to read the instructions and the piece of news individually. Have them try to answer the questions without writing anything.

Activity 2 – Interaction

Organize students into pairs and ask them to read the instructions. Ask them to talk about the piece of news in activity 1, considering the questions provided. At the end, open up a discussion for the group.

Activity 3 – Interaction

Rearrange students into other pairs. Explain that they need to search for some news of the day (in English) and choose one item to analyze. They should use their own devices, or you can take them to the computer lab. You can previously select some news website students can search on or allow them choose. We recommend that you encourage them to search news from as many different places as possible where the English language is used for communication (e.g., Nigeria, India, Hong Kong, New Zealand, Ireland, etc.).

Each student choose a news article, analyze it, and recommend it to their classmate. They should explain their analyses and justify why they are suggesting this article to their classmate.

If you are working with printout articles, the pair analyzes the piece of news together. Then students walk around the classroom to talk to each other and suggest the piece of news they have just read.

Ending

Invite some students to share their analyses with the whole group. Conduct a discussion on the importance of being critical when reading the news.

Answers

Activity 1 – Preparation

Suggested answers:

- They are from online newspapers.
1. Video games; 2. Filipino women; 3. medicaments and corona virus; 4. virus drug Remdesivir; 5. A giant pumpkin.
1. Children and the owner of NERDtorch Cafes; 2. The Filipino women; 3. The Indian Air Force; 4. Hospitalized COVID-19 patients and monkeys; 5. A couple in North Taieri farm.

Activities 2 and 3 – Interaction

Personal answers.

UNIT 5

Lesson 3 | Part 2

CLASS

Contents

- » Defining relative clauses vs. non-defining relative clauses

Objectives

- » Use relative clauses and non-defining relative clauses

Materials

- » Student Handbook, page 59

Class Plan

Beginning

Write the relative pronouns "which," "who," "where," "when" on the board. Divide students into groups of three or four. Give them 4 minutes to write affirmative sentences, not questions, using each of them. Tell groups to keep their sentences for the ending activity of this class.

Developing

Activity 6

Instruct students to read both example sentences carefully and think about what is similar and what is different between them.

Activity 8

Explain to students that they may look at the previous activities and check the Grammar section at the end of the book if they feel they need more support to do this activity.

Fine-tuning

If you have a mixed-ability group, make small groups by putting together one or two students who are good at grammar with students who have more difficulty. Invite them to do activities 8 and 9 together, encouraging stronger students to explain the answers to those who need more support.

Ending

Address students to page 120 of their books and instruct them to individually read the two notes on defining relative clauses and non-defining relative clauses. Ask groups to read their sentences from the beginning activity and check if they used the relative pronouns correctly. Then ask each group to read their sentences aloud and check with the whole group.

Answers

Activity 5

- a) who; b) which; c) where; d) when

Activity 6

- a) 2; b) 1; c) 2

Activity 7

- a) non-defining relative clause; b) relative clause

Activity 8

- a) ND; b) D; c) ND; d) D

Activity 9

- a) where; b) who; c) when; d) which

UNIT 5 • Traditional News and Social Media

Contents

- » Big Think video titled "How Social Media Killed Traditional News," by the tech entrepreneur Oliver Luckett

Objectives

- » Prepare to listen by looking at photos and thinking about the topic
- » Learn about traditional architecture of communication and the new not top-down approach
- » Become aware of how to identify real or not real information
- » Demonstrate comprehension of general and specific information
- » React to the content of the audio and express opinion on the topic

Materials

- » Student Handbook, pages 244-245
- » Audio track

Class Plan

Beginning

Ask students what they know about architecture of communication or communication structure, for instance. Encourage them to differentiate and help them with some questions, leading them to realize what is traditional news and news on social media, like "Who decides what we will watch on the traditional news?", "Who is responsible for the propagation of content on social media?", "Are we responsible for the content we produce or share online?" Write their answers on the board for later.

Developing

Have students open their books to page 244. Explore the image asking questions such as "What do you think looking at this image?", "Is it related in any way to what was discussed in the beginning of the class?", etc.

Activity 1

Assign students to the activity. Have them read the instructions and the questions individually. Check students' comprehension of language and instructions. Allow them some minutes to discuss their ideas with a classmate.

Activity 2

Have students read the instruction. Explain to them you will play the audio twice: a first time for them to check true or false and a second time to underline what they think is not accurate according to the audio and replace it by the correct information. Check the answers with the whole group and write them on the board.

Activity 3

Ask a volunteer to read the instructions and the sentences. Explain to them you will play the audio twice: the first one they should pay close attention only on the information asked in the activity and the second time to underline the answers. Check with the whole group.

Audio Script • Track 5.1

And that's not too dissimilar from television architecture, right? You have a group of people in suits in New York or in Los Angeles and they're deciding what's going to be on television and then they distribute it to those towers, and at 7:00 p.m. prime time we aggregate around a television that's been brought into our home and we watch this one incontestable truth and the signal from a top-down approach.

And when the internet started enabling people first with this underlying network architecture of TCP/IP that allowed us to transcend time and distance, that allowed any node on the network to contribute to the system, and then we started seeing things like blogs, sharing and a photo sharing that allowed us all to become publishers. And then we had this kind of layer of social that is redefining everything where every single person is now a contributing node on the network, and every person that is part of that uses emotions and memes and content to distribute things in a horizontal fashion. And so what that's doing is destroying the ability to discern what's authentic, what's not, what's real, what's fake, what's commercial, what's non-commercial, what's sponsored, what's non-sponsored, what's a good idea versus a bad idea. And so when we exist in this freeform society where every node on the network can contribute something to the network, and it has no checks and balances, if you will, there is no top-down authority that's asking if or deciding what's real or not -- then

suddenly it becomes every node on the network's responsibility. We're all having to learn a pattern of behavior that we're all responsible for the propagation of this content.

Big Think. "How Social Media Killed Traditional News." YouTube. January 21, 2017. Accessed December 2, 2019. <https://www.youtube.com/watch?v=4oPj7hjPNhl&feature=youtu.be>. Excerpt from 1:14 to 3:09.

Activity 4

Organize students into small groups and address them to the activity. Invite a volunteer to read the questions and check if all students understand them. Allow groups enough time to discuss their opinions.

Ending

Have students write down some of the things they already do to become more responsible when sharing content on the internet. Then ask them to list at least three new attitudes they could take to share only real information or avoid spreading fake news.

Answers

Activity 1

Personal answers.

Activity 2

a) T; b) F; c) F; d) T

Activity 3

a) top-down;
b) a contributing node;
c) difficult; d) all

Activity 4

Personal answers.

Lesson 3 | Part 3

Contents

- » Citizen journalism story
- » Presentation

Objectives

- » Plan and record a news story

Materials

- » Student Handbook, page 59
- » Students' video devices

Class Plan**Beginning**

In small groups have students brainstorm and comment on the craziest situations they have watched reporters go through on television or internet media. Invite them to share the best stories with the rest of the group.

Developing**Activity 10**

It might be interesting to ask students to write their initial ideas individually at first and then discuss their suggestions with the group. Next, have them decide which news story they would like to cover and who can be interviewed by them. They may act it out as if they were someone who really is involved in the news. If you feel students need some support to get started, brainstorm topics they could work on within the following subjects: family and friends' news; their school or community news; national news; sports and entertainment news.

Ending

Ask students to present their news stories to other groups and give one another feedback on the interview.

CLIL PROJECT

How Has the Media Evolved? | Part 3

Contents

- » Evolution of the media

Objectives

- » Rehearse and record a podcast episode about the past, present, and future of the media
- » Use online tools to edit the podcast
- » Promote the podcast

Materials

- » Student Handbook, pages 104-105
- » Computer lab or devices with internet access

Class Plan

Beginning

Activity 7

Even can there is an editing stage, rehearsing is key. Allow students enough time to rehearse and monitor their work, helping with fluency and pronunciation. That will save a lot of editing time.

Explain to students that they might even be more spontaneous if they know the script. However, it is important to highlight that they will not simply read a script and record it.

Also explain that, depending on the format they choose, there will be moments of spontaneity.

Developing

Activity 8

Editing can be time consuming, so it is important that students find an effective yet friendly tool to use. The audio editor and recorder Audacity at <https://ftd.li/dkg3uu> may be an option. As each participant will contribute by using their personal skills, it is expected that some will be more at ease and have more interest in tasks like this than others.

Ending

Activity 9

Where the students' podcast will be uploaded will depend a lot on what has been previously agreed at school. Decide with the group and the school how this product can be made available. If the school has a website or a web-based collaborative platform, decide if the podcast will be accessible only within the school community or not.

Encourage students to create a logo, an introduction, and a tagline, aimed at attracting people's attention to their podcast and promoting their work.

UNIT 5

CLASS

Lesson 4

Contents

- » News headlines
- » Bias
- » Judging the news by the headline

Objectives

- » Identify words carrying bias in newspaper headlines
- » Write a headline and a one-paragraph news story

Materials

- » Student Handbook, pages 60-61, 166

Class Plan

Beginning

Ask the whole group to choose a topic in the news in the past few days and, in pairs, talk about everything they already know about it and what questions they have about it. After a few minutes, invite students to share their questions with all classmates and, as they do so, ask if anyone knows the answers.

Developing

Activity 1

Still in pairs, encourage students to look at the images and notice as many details as they can within a short period of time, 3 minutes at most.

When time is up, ask students to close their books and take turns saying what they remember about each image and decide who was the most observant. Next, ask them to stick the headlines related to the pictures.

Tip

Talk to students about **word choice** and how using a word that usually has a positive or negative connotation may affect the way we understand something. For instance, in the headline "Police Protects City from Protesters," the verb **protect** implies that the protesters were causing damage to the city. Maybe they were, but then again, maybe they were not. This is a good opportunity to talk to students about the extreme

importance of reading beyond headlines since it is not possible to know what the news story is really about without actually reading it.

Activity 5

Ask students to use their notes from activity 4 to write the news report. Elicit some characteristics of the genre. Encourage them to proofread their text and make any necessary corrections and changes before handing it in. After you correct the texts, ask students to rewrite the news story and show it to the group whose headline they got inspired by. Invite them to say how suitable the news story was to their headline.

SEL: Judging the News by the Headline

Ask students to read the information in this box and discuss why it is important to consider the suggested questions. To illustrate the meaning of **counterintuitive**, write "Want to live longer? Send your kids to college," and "Send your kids to college to live longer, paper argues," on the board and ask them why they are considered contrary to intuition and common sense.

Ending

Form groups of four and ask students to share what they think the most interesting thing in this unit was and what they would add to it.

Answers

Activity 1

- a) Police Protects City from Protesters
- b) Man Walks on the Moon
- c) Pop Star's Strange Performance Angers Fans

Activity 2

Personal answers.

Activity 3

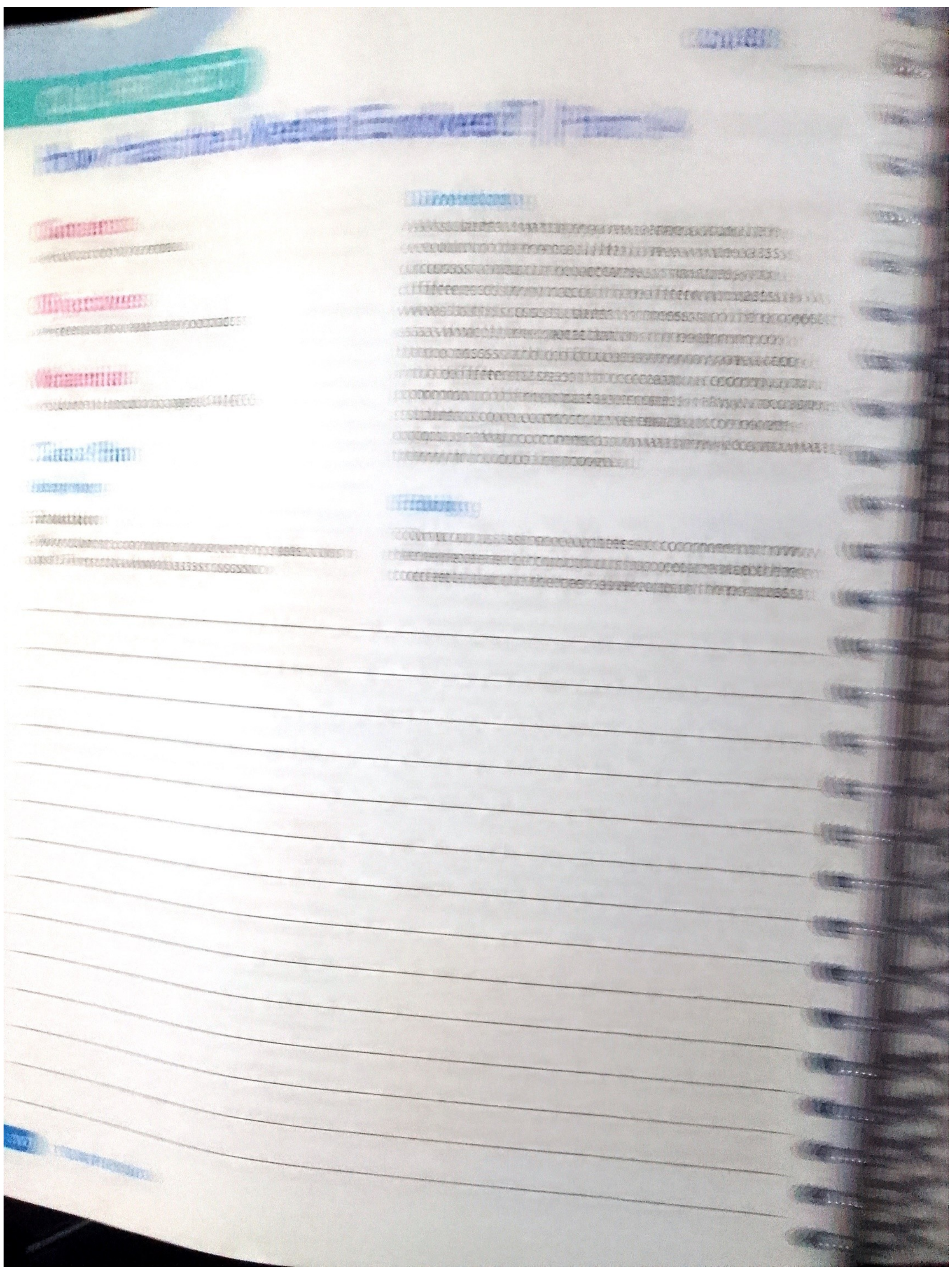
Personal answers.

Activity 4

Personal answers.

Activity 5

Personal answers.



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UNIT 5 • News and the Media

Contents

- » News habits

Objectives

- » Review and expand the language content from unit 5
- » Talk about news habits
- » Play a board game

Materials

- » Student Handbook, page 271
- » Dice (one per pair of students)
- » Paper clips or other small items to be used as counters

Class Plan

Beginning

Write on the board "About four in ten Americans often get news online." If possible, show students the charts available at <https://ftd.li/yxj29o>. Ask students if they think this trend is similar in Brazil. Finally, ask them how they or their family keep informed.

Tip

You can find some data about news consumption in Brazil at the following link.

» Negócios da Comunicação, "Você sabe como o brasileiro se informa?": <http://ftd.li/mufeib>.

Developing

Activity 1

Organize students into pairs or trios. Explain to them they are going to play a board game about news habits. First, they have to look at the board and read the questions or inputs. Tell them they have a few minutes to think about them. Set up a short time limit (1 or 2 minutes) and ask students to get ready to play.

Ask students to use one board to play. Give students dice and counters (any small objects) to be used in the game.

Each player puts their counter on the START. The first student to play roll the dice and move the counter forward according to the number shown on the dice and answer the question. If the counter lands at the bottom of the ladder, they can move to the top of it. If the counter lands on the top of the line, they must slide down, to the bottom of the snake. The first player to get to the FINISH is the winner. Check that students understand what they have to do. Go around the classroom to monitor and help them as needed.

Ending

Invite some students to talk about what they found out about their classmates news consumption habits. Encourage them to make complete sentences about their classmate's answers.

Answers

Activity 1

Personal answers:

UNIT 5 • Where Do You Get Your News From?

Contents

- » Parts of a news item
- » Bias in news items

Objectives

- » Identify the parts of a news item
- » Learn how to identify bias in the news
- » Do research and try to identify bias in news items

Materials

- » Student Handbook, pages 192-194
- » Bilingual dictionaries (printed or online)
- » Computer lab or devices with internet access

Class Plan

Beginning

Point to the title question and let students talk about it in small groups. Have them talk about different kinds of media (e.g., newspaper, social media, TV) and media outlets (e.g., BBC, CNN, Globo). Ask them about the frequency they read the news, their impressions of how accessible and interesting it is for them, and the importance of having such a habit.

Developing

Activity 1

Ask students to look at the picture for a few minutes and try to identify the parts of the news item without referring to the options. Explain to students that this activity will help them get familiar with some terms. Let them work in pairs to label the parts of the news item. Elicit and write the answers on the board.

Activity 2

The objective of this activity is to help students infer the meaning of the word **bias** from context. Allow students to use L1 to explain the word if they struggle to do so in English. If necessary, allow them to read the definition from a bilingual dictionary. Elicit some examples from the group to help clarify the meaning of the word.

Tip

You can read or show students the following definition from a monolingual dictionary.

bias

inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Lexico, s.v. "bias," accessed April 28, 2020.
<https://www.lexico.com/definition/bias>

Activity 3

Allow students some time to brainstorm some ideas that can be useful to identify bias. They may have already talked about selecting reliable sources of information when doing research, which may be useful at this stage. Collect students' contributions and write them on the board to the the next activity.

Activity 4

Before students do the matching activity, show them the possible headings and have them try to understand what suggestions each one communicates. Let them try to explain and describe these headings. Next, have them read the text individually and match the headings with the paragraphs. Warn them about the two red-herrings that work as distractors. Have students check their answers in pairs, elicit them and write them on the board. Ask them if their predictions in activity 2 are similar or different from the suggestions presented in the text. Ask them which of these suggestions they already employ and which they should implement more often.

Activity 5

Explain to students they are going to put the suggestions from activity 4 into practice. Have them read the instructions and answer any questions. In their groups, students should first list and then vote on a single news subject. Remind them that it should be a current and relevant subject that will be easily found in the news in English. Everyone in the group looks for pieces of news that cover the same subject. They should use different media and news outlets. Ask them to compile all the items found in a single document that can be shared with the group later. It can be a physical page or a digital one. Allow them some time to research news online. Students can use their own devices, if possible. Once they research different news items of the same subject, they use the suggestions proposed in this class to identify bias in those pieces. It is important to allocate a specific

amount of time for each stage of the process so that they can manage their time better and avoid losing focus. Have students share their findings with the whole group.

Tip

If necessary, help students use Google News or any other search engine to find different pieces of news about the same subject. It may also be useful when choosing the subject. Since it is possible to filter the news by region, we suggest that you encourage students to look for the subject in different countries and not only the United States or England.

Go Further

You may find useful information at the following link.
 > Fair, "How to Detect Bias in News Media": <http://ftd.li/avg4v7>.

Ending

Activity 6

This is a discussion moment to wrap up the class. After having analyzed some news items, students should be better able to express an opinion on the subject. Give them some time to exchange ideas in small groups before opening up the discussion. If necessary, you can ask them further questions to gear them towards the main discussion, such as the ones below.

- How can a headline influence the reader's perception of and reaction to a piece of news?
- Why should we always try to find bias in the news sources?
- Why should we read about the same subject in different sources?
- What should a reporter do to present news in an unbiased way? Is it even possible?
- Do you think the news should be unbiased?

Answers

Activity 1

The collage features two newspaper clippings. The left clipping is from the **Sunday Times** with the headline "SA's sick state of mental health". Labels point to various parts of this article: **a) Byline** points to the author's name; **b) Headline** points to the main title; **c) Standfirst** points to the sub-headline; **d) Cutline** points to the text below the headline; **e) Lead** points to the first paragraph. The right clipping is from the **Sunday Times** with the headline "Rotting animals found during raid on ANC leader's home". Labels point to: **c) Standfirst** (sub-headline), **d) Cutline** (text below headline), and **f) Direct quotation** (a quote from a source).

Activity 2

Personal answers.

A simple definition of **bias** is provided in the box Tip on page 172.

Activity 3

Personal answers.

Activity 4

- Look at the headline (d)
- Look for exaggerated or colorful language (a)
- Check out the images to look for bias (f)
- Make a list of the sources in the article (b)

Activities 5 and 6

Personal answers.

STEAM

UNIT 5 • Blackout Poetry

Contents

- » Blackout poetry
- » So and such

Objectives

- » Scan a text
- » Decide which words to delete and which to keep
- » Explore alternative word connections
- » Comment on poetry

Materials

- » Any printed text in English (ideally different texts per student – these can be from old books, a newspaper or magazine articles, extra copies of texts that are not needed, printouts of a text, etc.)
- » Pencils
- » Thick and thin black markers (at least one of each per pair of students)
- » Colored markers (optional)
- » Scissors (at least one of each per pair of students)
- » Pictures of blackout poetry (black and colored ones, easily found online; printed or to be projected)
- » Sticky notes
- » Sturdy paper, such as card stock, to mount the artwork on (optional)
- » Glue (if mounting on sturdy paper)
- » Computer lab or devices with internet access (optional)
- » Video: "How to Make a Newspaper Blackout Poem," Austin Kleon, available at <http://ftd.li/2u2uvj> (optional)

Class Plan

Beginning

Write "blackout poetry" on the board and ask students if they know what it is and encourage them to share some ideas. If they do not know, ask them to guess based on the name. Show some images of this type of poetry to students. Organize them into pairs and have them discuss what they think it means and how this kind of poetry is made.

Developing

If possible, show the video "How to Make a Newspaper Blackout Poem" to have students check their ideas.

Check students' comprehension by reviewing the steps shown in the video. If video access is unavailable, elicit possible steps to creating a blackout poem, and compare them with Austin Kleon's. You can write his steps on the board or project it.

1. Get inspired (by looking online using hashtags such as #blackoutpoetry or #newspaperblackout)
2. Get a newspaper (or other text) and some markers
3. Pick a section and article (or any part of the text)
4. Box the words you like (first with a pencil, second with a thin black marker)
5. Black out the words you don't need (with a thick black marker)
6. Save your poem
7. Optional: Share your poem!

Kleon, Austin. "How to Make a Newspaper Blackout Poem." Youtube. September 21, 2015
Accessed August 6, 2020. <https://www.youtube.com/watch?v=wKpVgoGr6kE>. Excerpt from 0:00 to 1:24. (Based.)

Check if students understand what they need to do, ask "Do you have to read every word of the text to make a blackout poem?", "Should you read the text from start to finish?" (No.) Explain to students that, when they flip through a newspaper or scroll through news articles online, they are practicing the skill of skimming – getting the gist of a text by glancing over it quickly. This time, rather than trying to learn what a text is about, they are scanning for words of interest, circling them in pencil, and then connecting them with other words of interest.

If possible, compare Austin Kleon's blackout poetry with some other examples from the internet. Ask "Does the background have to be black?" (No, it can be a drawing, lines, or anything!) Depending on the examples provided, have students notice how artists use lines and drawings to guide the reader's eye from one word to the next, usually (but not always) from the upper left to the lower right, as is the standard in English. Also, help students notice other things that artists do to play with and manipulate the words, such as borrowing an *s* from another word to make a plural or third-person verb.

Tip

Blackout Poetry

Author Austin Kleon, suffering one day from writer's block, glanced at a stack of newspapers and decided to "steal" some words, a few at a time. He began sharing these newspaper blackout "poems" on his blog and eventually in the book *Newspaper Blackout*. Many other artists and writers throughout history have gleaned words from texts, sometimes embellishing book pages with intricate drawings, cutting and rearranging a piece of text, or even choosing words at random and creating spontaneous poems. With Instagram and Snapchat, blackout poetry – also called **erasure poetry** or **found poetry** – has become a popular activity for people of all backgrounds and skill levels. It remains an interesting way to interact with a text and create something new from other people's words.

Have students work individually on their blackout poems, blacking out or decorating the page however they like. They can mount their finished pieces on sturdy paper and display them.

Do not worry so much about grammatical correctness at this moment. Blackout poets working in their first language often break grammar rules to express a point. Instead, praise successful groupings of words and various kinds of creative expression.

Ending

Display students' blackout poems in the classroom, and have them browse through them like in an art gallery. Provide students with sticky notes and instruct them to make a "comment" on at least two that they like, using the words **so** and **such** (e.g., "That's such a beautiful drawing!", "This poem is so unusual and fun!").

Alternatively, students can do one of the following options.

- › Have students take a picture of their blackout poems and upload them onto a digital platform shared by the class, if available. Assign a homework task of commenting on at least two poems with **so** and **such**.
- › Rather than commenting on others' work, have students share in pairs how they felt about creating this kind of poem. You can encourage them to use the words **so** and **such**, e.g., "This is such a different way to write.", "It's so challenging to select the words at first." Ask for a few volunteers to share their impressions with the group.

Go Further

- › TEDx Talks, "Steal Like an Artist: Austin Kleon at TEDxKC": <http://ftd.li/56q62p>;
- › E. CE Miller, "Blackout Poetry Is a Fascinating Art Form You Can Try at Home Right Now": <http://ftd.li/m7ggba>;
- › Amy Patrick, "Blackout Poetry": <http://ftd.li/c72p4d>.

UNIT 6

CLASS

Lesson 1 | Part 1

Contents

- » Quotes
- » Article extracts
- » Lies

Objectives

- » Read and analyze some famous quote about lies
- » Read part of an article to check predictions

Materials

- » Student Handbook, pages 64-65
- » A dictionary

Class Plan

Beginning

Write "Is it real or fake?" on the board. In small groups, have students write a definition for the words **real** and **fake**. After a few minutes, invite some volunteers to share their definition.

Developing

Activity 1

Allow students some time to read and think about the quotes. Ask them to tell a classmate why they agree or disagree with the quotes. Encourage them to give examples supporting their opinions.

Activity 2

Ask students to write down their guesses. Instruct them to begin their sentences with "I think" or "In my opinion." Before students move on to the next activity, invite them to share their opinions.

Activity 3

Ask students to read the two extracts from the article very quickly just to check whether their predictions were correct. Next, ask them to read it more carefully a second time and underline what the lie was in each event. Allow them to use a dictionary the second time they read the texts. Invite students to comment on

what they read by asking them what surprised them the most in it.

Tip

The Trojan Horse

Troy was an ancient city in current Turkey which was at war with Greece. It had a very high wall and the Greeks could not find a way in. To do so, Greek soldiers built a huge horse and they got in it. The Greeks offered the horse as a peace offering to the Trojans, who accepted it and pulled the horse inside the city. At night, when everyone was sleeping, the Greek soldiers overpowered the Trojans and won the war.

Watergate

Watergate was a big political scandal during the 1972 presidential elections in the United States that became famous. There are two main political forces in the US: the Democrats and the Republicans. The headquarters of the Democratic National Committee in the Watergate Hotel were broken into. Documents were stolen and phone lines were tapped. A consequence of this scandal was the resignation of the Republican president, Richard Nixon, who had denied being involved in the scandal.

Students may get more details by reading <http://ftd.lilyggaax>.

Activity 4

After checking students' answers, ask them the following questions:

The Trojan Horse

- » What was the gift?
- » Who was hiding inside it?
- » What was the consequence?

Watergate

- » Who was the president involved?
- » Who was being spied on?
- » What was the consequence?

Lesson 1 | Part 1

Contents

- » Quotes
- » Article extracts
- » Lies

Objectives

- » Read and analyze some famous quote about lies
- » Read part of an article to check predictions

Materials

- » Student Handbook, pages 64-65
- » A dictionary

Class Plan

Beginning

Write "Is it real or fake?" on the board. In small groups, have students write a definition for the words **real** and **fake**. After a few minutes, invite some volunteers to share their definition.

Developing

Activity 1

Allow students some time to read and think about the quotes. Ask them to tell a classmate why they agree or disagree with the quotes. Encourage them to give examples supporting their opinions.

Activity 2

Ask students to write down their guesses. Instruct them to begin their sentences with "I think" or "In my opinion." Before students move on to the next activity, invite them to share their opinions.

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Students may get more details by reading <http://ftd.li/yggaax>.

Activity 4

After checking students' answers, ask them the following questions:

The Trojan Horse

- » What was the gift?
- » Who was hiding inside it?
- » What was the consequence?

Watergate

- » Who was the president involved?
- » Who was being spied on?
- » What was the consequence?

Think Tank

Allow students some time to think about the questions and make some notes. Next, ask them to form small groups to discuss these questions and exchange ideas. After they have had enough time to exchange opinions, ask some volunteers to answer why, in their group's opinion, people lie.

Ending

In pairs, have students say two sentences about things they have been through in life. One sentence has to be real and the other one has to be false. Their classmates

have to guess which sentence is the real one. Look at the following example.

- » Last vacation I went to Rio de Janeiro. (true)
- » I have two sisters. (false)

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 4

a) W; b) TH; c) W; d) TH

UNIT 6

CLASS

Lesson 1 | Part 2

Contents

- » Simple past vs. present perfect

Objectives

- » Compare simple past and present perfect

Materials

- » Student Handbook, page 65

Class Plan

Beginning

Ask students to write down three activities they enjoy doing in their free time and two or three reasons why they are good activities.

Developing

Activity 5

As this is basically a review, ask students to read the instructions and do the activity individually.

Encourage students not to ask any questions and, to reassure them, explain that you will be correcting the activity in 2 or 3 minutes.

Activity 6

After checking students' answers, invite them to explain the use of the tenses in activity 5.

Fine-tuning

If you feel the students need more support, go through the sentences in the fact file and talk about why each one uses the tense it does and compare how the meaning changes with different tenses:

"He wrote several books" implies that he will not write any more books.

"He has written several books" implies he may still write more books.

Activity 7

Discuss the answers with the whole group, eliciting why each tense is being used in each statement.

Next, elicit other statements in the simple past or in the present perfect about a famous politician. As Richard Nixon died in 1993, the number of years in alternative b may be different depending on the year the book is being used.

Ending

Play a guessing game with students. Form small groups and invite them to write five sentences about a famous person.

Each group should read their sentences from the least to the most obvious for other students to guess who they refer to.

Answers

Activity 5

Simple past: lied, was, was, resigned, wrote, created, arrived, wasn't

Present perfect: has been, have lost

Activity 6

a) present perfect; b) simple past

Activity 7

a) was; b) has been; c) didn't prepare, sold; d) hasn't got out; e) Has McFarland written; f) Did Nixon resign

GRAMMAR

UNIT 6 • Simple Past vs. Present Perfect

Contents

- » Simple past vs. present perfect

Objectives

- » Review and expand the grammar content from unit 6
- » Practice using the simple past and present perfect according to each situation

Materials

- » Student Handbook, pages 228-229
- » Cell phones (optional)

Class Plan

Beginning

Review the simple past with students. Set up a time limit (e.g., 1 minute) and ask students to write down as many verbs as they can. Allow them another minute to come up with time expressions related to the past. Ask students to sit in pairs and compare their lists. Call out a student and ask them to say a verb from their list. Ask another student to say a sentence using that verb and a time expression from their list. Ask different students and make the activity as dynamic as possible. As they say their sentences, write them on the board and check their understanding of this verb tense.

Write one or two of the students' sentences in the present perfect (e.g., "I went to the gym yesterday" – "I have gone to the gym for months"). Ask students what is the difference in the situations and answer any questions.

Developing

Activity 1

Ask students to read the headlines. Ask them to identify which one is from fake news ("Woman gave birth to 17 boys yesterday"). If you have time, they can use their cell phones to access the internet and check. Ask them to identify the verb tenses in each sentence. Students should read the alternatives and match each sentence with the corresponding headline. Check the answers with the whole group and answer the difference between each verb tense if necessary.

Activity 2

Ask students to complete the chart with the time expressions from the box. When they are done, have them compare their charts in pairs before the correction with the whole group.

Activity 3

Ask students to read the instruction and, if necessary, answer what they need to do. They have to match the questions with the corresponding answers. Explain that they need to pay attention to the context. Have them compare answers in pairs. Ask some pairs to read the questions and answers aloud when checking the activity with the whole group.

Activity 4

Ask students to scan the paragraph and ask them what it is about. Ask them to ignore the gaps for now and focus on key words (e.g., UFO, light, yesterday, rumors, alien, scared) to identify the main idea. Then have them read the verbs in the box and complete the paragraph using the correct verb form. Invite a student to read the paragraph aloud to check the activity. Write the verbs on the board.

Ending

Write "Yesterday I ..., You won't believe this! I've ... recently ... but I've never ... Then ..." on the board. Set up a time limit (e.g., 2 or 3 minutes) and ask students to complete this sentence with their ideas. Ask some students to read their stories.

Answers

Activity 1

I. b; II. a; III. a; IV. b; V. b; VI. a

Activity 2

Simple past: last year, yesterday, two hours ago, in 2020

Present perfect: recently, so far, just, since, for

Activity 3

a) II; b) III; c) IV; d) I

Activity 4

a) looked up; b) saw; c) blinded; d) dropped; e) shielded; f) was; g) have heard; h) have, been

Lesson 2

Contents

- » Jokes
- » April Fool's Day
- » Consonant sounds

Objectives

- » Listen to April Fool's Day jokes for general meaning
- » Consonant sounds
- » Talk about practical jokes and April Fool's Day
- » Present two pieces of odd news

Materials

- » Student Handbook, pages 66-67, 167
- » Audio track
- » Pieces of paper

Class Plan

Beginning

Write "practical jokes" on the board and elicit or explain the meaning (a trick played on people in order to make them look silly and entertain other people). In small groups, ask students to brainstorm some practical jokes they have seen. Give them 2 minutes to come up with as many jokes as possible.

Developing

Activity 2

Ask students to look at the pictures and guess what the joke was in each one. Next, play the audio so they can check their predictions and put the pictures in the appropriate order. Depending on the group, play the audio one more time and ask students to take down some details of each joke.

Audio Script • Track 21

On March 31st, 1989 people on the outskirts of London saw a flying saucer descending on their city. When it finally landed, the police were called to take care of the aliens. The saucer was actually a hot air balloon that looked like an UFO. Richard Branson, the man who designed and built the balloon, wanted his balloon to land in London's Hyde Park on April 1st. However, his plan did not work as he expected.

On April 1st, 1976, Patrick Moore, an astronomer, announced on BBC that at 9:47 a.m. the planet Pluto would pass behind Jupiter. This alignment would mean that the gravitational force of the two planets would affect the Earth's own gravity, making people weigh less. Moore said that people could experience the phenomenon by jumping in the air at exactly 9:47 a.m.

A minute later dozens of people called BBC to say that the experiment had worked. The announcement was, obviously, an April Fool's Day joke.

In April 1934, a peculiar photograph was published in many US newspapers. The photo showed a man flying through the air by means of his own lung power. The caption stated that the man in the photo, German pilot Erik Koecher, was wearing a device which was a box and two horizontal rotors. Whenever he blew into the box, the rotors would revolve, and he would be propelled through the air. New York Daily News was one of the famous papers that printed the photo and the story as if it was authentic.

Museum of Hoaxes. "The Top 100 April Fool's Day Hoaxes of All Time." Accessed October 30, 2019. <http://hoaxes.org/aprilfool/P10>.

Activity 3

Allow some time for students to discuss these questions. Next, get some volunteers to share their answers. Invite them to create one more question about the topic and write it down on a piece of paper.

Students could then swap questions and answer them in small groups.

Activity 4

Ask students to read the two headlines and, individually, decide which one they think is a joke. Do not give them the answer yet. When they pair up, ask them to share their opinion and explain why they think they are real or fake.

Activity 5

Explain to students that there are some stickers at the end of the book which they should put in order. Allow them enough time to figure out the correct order and play the audio for them to check.

Audio Script • Track 22

Part one

Lisa: Okay, let's look at these headlines.

Eric: "The Government Is Blindfolding Mountain Goats to Fly Them Back to Their Native Habitat." That's crazy!

Lisa: Let me see if I've got this right. The government is putting little blindfolds on goats, and putting them in planes?!

Eric: I know, it's so funny. I can't believe it!

Lisa: Yeah, it's very hard to believe.

Part two

Eric: Let's look at the next one.

Lisa: "Wonder Woman's Invisible Jet Now Available In Shops!" What does that mean?!

Eric: I think it's a toy, not an actual jet!

Lisa: That's impossible too, I think.

Eric: Yeah, who would buy something invisible?

Lisa: I'm really not sure. What do you think?

Eric: I think the invisible jet is April Fools' and the flying goats are fair dinkum.

Lisa: Okay. But I want to see pictures of the goats on the plane if you're right!

Language Variation

The expression **fair dinkum** in the **flying goats are fair dinkum** is an Australian expression which means something is real and genuine. When used as a question, it means really? If you want to learn more Australian slang, read the article "Australian Slang: 33 Phrases to Help You Talk Like an Aussie": <http://ftd.li/zfrap4>.

Activity 7

Ask students to read the instructions and ask them what search terms they can use to find a piece of odd news on the internet. Allow them some time to browse the sites they find and choose a piece of real odd news. Next, ask students to create a fake piece of news that also sounds really strange. Form new groups so everyone presents the two pieces of news for the others to guess which one is real and which one is fake.

Tip

When you have groups working on an activity that has a final product, such as the news stories in activity 7, you can increase students' talking time by regrouping them and allowing each student to present their group's work. A simple way of doing this is giving each student in a group a different number and asking them to form new groups with other people who were told the same number.

Ending

Invite students to comment on the news stories they have heard. Was it easy to identify the fake news? Why or why not?

Answers

Activity 1

Personal answers.

Activity 2

b; c; a

Activity 3

Personal answers.

Activity 4

Real: a

Joke: b

Activity 5

Part 1

Lisa: Okay, let's look at these headlines.

Eric: "The government is blindfolding mountain goats to them back to their native habitat." That's crazy!

Lisa: Let me see if I've got this right. The government is putting little blindfolds on goats, and putting them in planes?!

Eric: I know, it's so funny. I can't believe it!

Lisa: Yeah, it's very hard to believe.

Part 2

Eric: Let's look at the next one.

Lisa: "Wonder Woman's Invisible Jet Now Available in Shops." What does that mean?

Eric: I think it's a toy, not an actual jet!

Lisa: That's impossible too, I think.

Eric: Yeah, who would buy something invisible?

Lisa: I'm really not sure. What do you think?

Eric: I think the invisible jet is April Fools' and the flying goats are fair dinkum!

Lisa: But I want to see pictures of the goats on the plane if you are right!

Activity 6

/k/: back, can, crazy

/g/: goat, government, guess

/ʃ/: shops, sure

/tʃ/: pictures, watching

/dʒ/: imagine, jet

UNIT 6 • Trojans

Contents

- » A video on the Trojan horse

Objectives

- » Prepare to listen by thinking about the topic
- » Demonstrate comprehension of general and specific information
- » Create new endings to the story

Materials

- » Student Handbook, pages 246-247
- » Audio track

Class Plan

Beginning

Invite students to play, in groups, What Do You Know about the Trojan Horse? Write down the question on the board to guide them. Set a five-minute time limit to the groups think about things they know on the subject. Give one point to each true sentence.

Developing

Activity 1

Address students to the activity. Have them read the instructions and the questions individually. Check their comprehension of language and instructions. Allow students some minutes to think and discuss their ideas with a classmate. Then ask them to share their thoughts with the all the classmates.

Activity 2

Have students read the instruction. Explain to them you will play the audio twice: a first time for them to check true or false and a second time to underline which they think is not accurate according to the audio and replace it by the correct information. Check the answers with the whole group and write them on the board.

Activity 3

Address students to the activity. Go through the instructions with the group. Explain to students you will play the audio twice: once for them to complete the activity and a second time to double-check their answers.

If possible, play the video at <http://ftd.lv/2dzxu7>. Have students check their answers in pairs, then check with the whole group and write them on the board.

Audio Script • Track 6.1

The Trojan people poured out of the city to the beach, where they could look more closely at the structure of the Greeks. The princess Cassandra, daughter of the king of the Trojans, warned her people of this Greek gift, but no one would listen. The Trojans decided to pull the great horse inside the walls, into the city of Troy itself.

The Trojans tied thick ropes around the legs of the huge wooden horse. Hundreds of men took a hand at the ropes. Others lined up behind the horse. Whooping and hollering, laughing at the Greeks who had never been able to scale the towering walls of Troy, the Trojans tugged and pushed and pulled the huge wooden horse slowly from the beach, over the plains and through the gates of Troy. In the dark, secret passage of the wooden horse, Ulysses and the five soldiers lay quietly waiting. They could feel the horse being moved. What the Trojans had decided to do, neither Ulysses nor his soldiers knew. Suddenly, after a whole day and half a night, the Trojan horse moved no more. An hour passed, still the horse did not move. Ulysses gave a signal. The soldiers felt their way silently down the dark secret passage, following Ulysses. Cautiously, he opened the trapdoor. Just as he hoped, the Trojans had brought the horse inside the walls of Troy.

Myrtle Entertainment. "CLOUD | The Trojan Horse." YouTube. January 3, 2012. Accessed December 2, 2019. https://www.youtube.com/watch?v=9RYGQQ_qybY&feature=youtu.be. Excerpt from 2:45 to 4:34.

Activity 4

Arrange students into small groups and ask them to read the instruction. Draw their attention to the last question ("What other endings can you imagine for this story?") Encourage them to be creative and make up new endings. Ask them to take notes for later. Walk around the classroom and help them when necessary.

Ending

Ask groups to show their new endings to the classmates. Tell them they can use the notes taken before as a reminder.

Answers

Activity 1

Personal answers.

Activity 2

a) T b) F c) F d) T e) T f) F g) T

Activity 3

a) listen; b) hundreds; c) gates; d) quietly; e) half;
f) trapdoor; g) inside

Activity 4

Personal answers.

Lesson 3

Contents

- » Headlines
- » Interview
- » Fake news

Objectives

- » Listen to an interview for main ideas and specific information
- » Fake news expressions

Materials

- » Student Handbook, pages 68-69
- » Audio track

Class Plan

Beginning

Write "Three things I could easily eat every single day" on the board and ask students to write them down and then compare their answers with two different classmates. After some time, ask students if any of the food they listed might be considered unhealthy if eaten every day and why.

Developing

Activity 1

Give students time to read the headlines and decide what they have in common. Next, ask them to share their opinions about these headlines with a classmate.

Extra Activity

If you find it appropriate for students, give them 1 or 2 minutes to write a dictionary definition for the word **slim**. They should do this using only the context given and without any other support. When they finish, ask them to compare their definitions with a classmate's and to include other dictionary features, such as word category, pronunciation, and an example sentence. They can then look at the dictionary entry and compare it with their own work.

Activity 2

Before students listen to the audio, ask them to read the instructions and elicit some characteristics of an interview, such as the presence of questions and answers, some background information of the subject, and a quick introduction of the interviewee.

Audio Script • Track 24

Valmir Duthiers: This was one of the biggest health hoaxes ever. Now, eating chocolate to lose weight. A group of journalists and researchers came up with a bogus study just to see how easy it was for bad science to get published.

Elaine Quijano: Millions were fooled. We're joined now by one of the people who helped put it all together, John Bohannon. He's a correspondent for Science Magazine and an associate scientist at Harvard. John, thanks for being with us. First tell us: how did the idea for this false study come about?

John Bohannon: It was the brilliant idea of a German reporter named Peter Onneken and he called me out of the blue in December last year and he had this idea for a kind of sting operation.

Elaine: And how did you put it together?

John: The idea was: Let's do a real study. We'll get real people and we'll test the effects of different diets and one group will have chocolate and one group won't, and we'll take the results and publish them and we'll build a media campaign around it and see how far it goes. The catch here is that we did a really, really bad job on purpose with the science. So the question was: not whether we get published, cause I already knew that there were fake journals who would publish this stuff, but would journalists pick it up and turn it into a big story? And the sad answer is: yes, very big.

CBSN. "All about the Chocolate Diet Hoax." YouTube. May 29, 2015. <https://www.youtube.com/watch?v=oN7Vd2RXzDo&t=211s>. Excerpt from 0:00 to 1:20.

Think Tank

Check if students understand all the questions and ask them to think about their answers before engaging in the discussion. After students have discussed the questions in small groups, invite some volunteers to share their answers.

Activity 5

After you check students' answers, ask them to choose three of these sentences and expand them a little. If necessary, model the first one: The news about the goats was fact-checked by the reporter, providing them with two possible endings: ... and published on the same day; ... but no one believed it.

Answers

Activity 1

Personal answers.

Activity 2

Suggested answer: It is about a fake study on chocolate helping people lose weight that a group of researchers and journalists published to see if other journalists would also publish it and how big it would get.

Activity 3

a) F; b) T; c) F; d) T; e) F

Think Tank

Suggested answer:

- Reporters do not always fact-check what they publish; we can't trust everything we read.

Ending

Tell students they have three minutes to create a fake news story and write its headline on the board. After that, have the whole class vote on the funniest, the scariest and the one they wish were true.

- Although answers are personal, it is important that students understand this was done on purpose to test reporters and see if they could identify a bad science story.
- To fact-check everything that is published.
- Personal answers.
- To influence views, to have financial gain, for political reasons, to get a wider audience.

Activity 4

a) bogus; b) evidence; c) skeptical; d) hoax; e) debunk; f) source; g) fact-checked; h) unreliable

Activity 5

a) fact-checked; b) debunk; c) bogus; d) evidence; e) source; f) unreliable; g) skeptical; h) hoax

UNIT 6 • Real or Fake?

Contents

- » Real and fake pictures

Objectives

- » Review and expand the language content from unit 6
- » Describe pictures
- » Identify real and fake pictures
- » Develop critical thinking
- » Talk about honesty

Materials

- » Student Handbook, pages 272-273
- » Small pieces of paper (one piece per student, optional)
- » Computer lab or devices with internet access (optional)

Class Plan

Beginning

Ask students to come up with three words they associate with **fake news**. List the words on the board. Ask them the following questions.

- » Do you like to take pictures?
- » What kind of photos do you enjoy looking at?
- » What type of pictures do you keep in your family's photo albums?
- » Why do people take photos?
- » Do you take many selfies?
- » Who would you like to have a selfie with? Why?

Then ask students how they feel about the pictures they find on the news or social media. Ask them how they think these pictures are manipulated. Write some of their ideas on the board.

Developing

Activity 1 – Preparation

Ask students to look at the pictures carefully. Ask them to try to identify which images are real and which ones were manipulated using photo-editing software. Allow them a few minutes and have them complete the activity. Do not tell students the answers yet.

Activity 2 – Interaction

Ask students to read the instructions and answer any questions. Then ask them to look at the pictures in activity 1 again. Explain that they have to describe the images to the classmate and give the reasons why that photo could be real or fake. Then they can use the questions to support their conversation. While they talk, go around the classroom and support their interaction. Encourage them to justify their comments.

Tip

Take this opportunity to talk about **honesty** with the group. Ask them the following questions.

- » Why is honesty important?
- » When is honesty difficult?
- » How do you feel when someone has been dishonest with you?
- » At what times do you appreciate people being honest with you?
- » Are there people that you do not trust? Why?

Ending

Invite some students to talk about their discussion justifying their comments. Tell them which pictures are fake and compare with students' predictions. Alternatively, you can ask them to access the link <https://ftd.li/nnog88> and check themselves. Also, by accessing the site they can see other examples of real and fake pictures.

Answers

Activity 1 – Preparation

- a) Fake
- b) Real
- c) Real
- d) Fake
- e) Real
- f) Real

Activity 2 – Interaction

Personal answers.

UNIT 6

Lesson 4

Contents

- » Infographic
- » Dealing with fake news

Objectives

- » Read an infographic for specific information
- » Analyze the main characteristics of infographics
- » Create an infographic.

Materials

- » Student Handbook, pages 70-71

Class Plan

Beginning

Explain to students that you are going to read some statements. If the statement is true for them, they should cross their legs. If it is not, they should cross their arms.

- » I always fact-check the news I see on social media.
- » I always fact-check the news I share on social media.
- » I trust the news I see on social media.
- » I get most of the news I read from social media.

Developing

Activity 1

Explain to students that this is a prediction activity and they should guess the answers based on their feeling. If necessary, also explain the meaning of **millennials** (the generation born in the 1980s and 1990s).

Activity 2

Encourage students to check their answers as quickly as possible.

Think Tank

Ask students to share their impressions about the information in the infographic. Also, encourage them to come up with two or more possible reasons why so many people do not fact-check. Here are some suggestions: not much time to do fact-checking; trusting the person who is shared the news story; personally believing in what the news says; not being able to identify satire; wanting to be one of the first to share. After some time, carry out a group discussion, inviting students to share their opinions.

CLASS

SEL: Dealing with Fake News

Encourage students to discuss the consequences of each alternative before selecting the most suitable responses. Although answers are personal, it is important that students understand that alternatives b and d are more constructive responses as they demonstrate social engagement and ethical responsibility.

Activity 4

Ask students to read the instructions and clear up any questions about the procedures. Next, encourage them to analyze the infographic about fake news. You may ask them the following questions:

- » How easy or difficult is it to locate information?
- » Which elements would you like to use in your own infographic?
- » Considering that the subject of your infographic is helping people detect fake news, what visual elements could you use?

If you find it appropriate, suggest an online tool, such as <http://ftd.li/nztu7j> and <http://ftd.li/po3zia>.

After students have received feedback on their infographic and made any changes they found appropriate, ask them to print and display their work somewhere at school where more students can read and benefit from the information they are sharing.

Ending

Ask students to choose a random picture in the unit and, in pairs, explain how it relates to the topics discussed in the classes.

Answers

Activity 1

Personal answers.

Activity 2

a) 86%; b) 44%; c) 79%; d) 45%

Activity 3

a) T; b) F; c) T; d) F; e) F; f) T

Activity 4

Personal answers.

UNIT 6 • Critical Reading

Contents

- » Memes, quotes, and fake news

Objectives

- » Review and expand the language content from unit 6
- » Talk about memes and quotes of famous people
- » Reflect on fake quotes and fake news
- » Develop critical thinking

Materials

- » Student Handbook, pages 274-275
- » Computer lab or devices with internet access (optional)

Class Plan

Beginning

Write the word "meme" on the board and ask students what they are, what the point is, where we find them, and what we usually see in those texts. Show students the following definition of **meme** and ask them to give some examples.

meme

1: an idea, behavior, style, or usage that spreads from person to person within a culture
Memes (discrete units of knowledge, gossip, jokes and so on) are to culture what genes are to life. Just as biological evolution is driven by the survival of the fittest genes in the gene pool, cultural evolution may be driven by the most successful memes.

— Richard Dawkins

2: an amusing or interesting item (such as a captioned picture or video) or genre of items that is spread widely online especially through social media
 [...]

Merriam-Webster, s.v., "meme," accessed April 27, 2020, <https://www.merriam-webster.com/dictionary/meme>.

Tip

You can find more studies about meme as a genre at the following texts.

- » Francisco Yus, "Multimodality in Memes. A Cyberpragmatic Approach": <http://ftd.li/5jtpgv>;

» Douglas de Oliveira Calixto, "Memes na internet: entrelaçamentos entre a 'zoeira' de estudantes e a apropriação do gênero discursivo na escola," *Periferia*, v. 11, n. 2, p. 131-152, maio/ago. 2019, DOI: 10.12957/periferia.2019.36457.

Developing

Activity 1 – Preparation

Ask students to look at the meme and ask them if they know how it is depicted. Have them read the quote and the information on it. If possible, allow them some time to search for this information on the web using their devices.

Activity 2 – Interaction

Organize students into pairs and have them discuss the questions. Remind them that the main objective of memes is to entertain; therefore, we should be critical about the quotes we read in them and try to check the origin. Walk around the classroom, monitor, and help them as needed.

Activity 3 – Interaction

Still in pairs, ask students to come up with ideas to check information online and prepare a short presentation (around 3 minutes) about it to their classmates. Explain that both students should talk; therefore, each of them should talk around one and a half minutes. They can use the board to explain their ideas clearly, if necessary. Depending on the number of students and the time, you can arrange students into trios or establish less time (e.g., 90 seconds) per pair/trio.

Answers

Activity 1 – Preparation

Suggested answer: Everything about this meme is fake: the quote, the picture is of Isaac Newton, not Albert Einstein. None of them invented the light bulb and they are not alive.

Activities 2 and 3 – Interaction

Personal answers.

UNIT 6 • The Big Lie



Contents

- » Nazism and nazi propaganda

Objectives

- » Contextualize the emergence of nazism
- » Read about the role of propaganda in the emergence of nazism

Materials

- » Student Handbook, pages 195-198
- » Video: "Steven Luckert – State of Deception: the Power of Nazi Propaganda," Los Angeles Public Library, available at <http://ftd.li/jvo44o> (optional)

Class Plan

Beginning

Ask the group what a **historical lie** is. Recap the concept that they have seen in pages 64-65 (unit 6).

Developing

Activity 1

Have students look at the picture of Anne Frank and her diary and elicit who she is and why her diary is so famous. If students do not know her, explain that Anne Frank was a girl about their age that lived through an extremely dramatic moment in recent history. She became famous after her death when her diary with her memories of those days was found. Her diary became a world-famous literary work and also a historical document. Allow students to make some comments about what they know. Ask them to read the questions and then the diary entry to answer them. Alternatively, read it out loud for students. It is important that the questions be read before the text. Students can answer the questions in pairs or individually and check them in pairs. Collect feedback from the whole group.

Tip

The following videos provide further information about Anne Frank and her diary.

- » Anne Frank House, "The Diary | Anne Frank House | Explained": <http://ftd.li/4ajv25>;
- » Anne Frank House, "10 Questions about Anne Frank | Anne Frank House | Explained": <http://ftd.li/3gde43>.

Activity 2

Explain to students that this activity focuses on some useful vocabulary they will find in the texts they are about to read and listen to. Also, explain to them that they have to form collocations, which are words that usually come together, forming fixed combinations. Do the first one with the whole group and allow them to work in pairs to match the other items. After correction, practice pronunciation so that students get familiar with the sounds of the words.

Activity 3

Show students the KWL chart and explain it is a way to explore a subject considering what they know and what they want to know about it. Tell them to complete the first column individually by listing their ideas with bullet points. Elicit some feedback and write it on the board. Allow them some more time to list what they want to know in the form of questions. They can do it in pairs or individually. If necessary, model the activity by writing one or two questions on the board. Encourage students to look at the list of collocations in activity 2 to see if they are useful to complete the first two columns. Tell them they will not complete the third column now. They should save it for later.

Activity 4

Explain to students that the Holocaust is not what the lie could be about. It is a historical event extensively recorded by the media in general with plenty of evidence and fact to prove it did happen. Therefore, avoid letting students formulate this hypothesis. It is all right if students do not conclude that the nazis told lies to convince people to support them. Collect their contributions and do not provide an answer now. Tell them the answer will be found in the following activity.

Activity 5

Show students the extract from an article about famous historical lies called "10 of the Biggest Lies in History." They should scan the extract to compare it with the ideas they came up with in activity 4. Let them read individually first, compare ideas in pairs, and then collect their feedback. Have them justify their answers.

Activity 6

Ask students to read the rubrics and explain the activity if necessary. After reading this extract from

the video "Steven Luckert – State of Deception: the Power of Nazi Propaganda," students should go back to the KWL chart in activity 3 and try to answer their own questions. Instruct them to read both extracts to find answers to their questions. If they had created the questions in pairs, ask them to work with the same classmate and try to answer them. Collect their feedback.

Tip

If possible, play the parts of the video "Steven Luckert – State of Deception: the Power of Nazi Propaganda" to students (excerpts from 0:00 to 0:40 and 1:15 to 1:55): <https://ftd.li/jvo44o>.

Activity 7

Explain to students that they should focus on detailed information in both extracts. Allow them some time to answer the open-ended questions individually. If you are running out of time, ask students to underline the answers in the texts instead. Have them check answers in pairs before the correction with the whole group.

Extra Activity

Ask students to do some research to find the answers to their questions in the KWL chart that were left unanswered. Encourage them to search for reliable sources and check the information with the history teacher if possible.

Ending

Activity 8

By this time, students will have seen the word **propaganda** a few times, but it is essential that they understand that **propaganda** and **advertisement** are not the same things. This misunderstanding may happen because propaganda is a false cognate with Portuguese. Have one student read the definition of the word. Open a circle for discussion and let students put forward their contributions about the topic.

Answers

Activity 1

- a) Nazism.
- b) Personal answers.
- c) This diary entry shows how Jews were persecuted under the Nazi regime.

Activity 2

- a) IV; b) I; c) VI; d) III; e) VII; f) II; g) V

Activity 3

Personal answers.

Activity 4

The "big lie" is connected to the Nazi propaganda, which was created to incite hatred against Jews.

Activities 5 and 6

Personal answers.

Activity 7

- a) In Germany in the 1930s.
- b) No. They had been targeted for discrimination and persecution for centuries.
- c) It was a plan to eliminate Jews from the planet.
- d) It was voted democratically and competed against 30 other political parties.
- e) They launched a massive campaign to convince Germans that there was an enemy (Jews) to blame for their problems.
- f) They destroyed German democracy, set up concentration camps, put through anti-Jewish legislation, incited hatred against the Jews and other groups, started a war and caused genocide.

Activity 8

Suggested answer: It is important because propaganda is based and built on fake news and misleading information. As we have seen, it can cause terrifying moments in history, destroy democracies, spread prejudice against and persecution of a group, and incite hatred against some groups in society. It can actually cause a war.

STEAM

UNIT 6 • Fake Pictures

Contents

- » Fake pictures
- » Simple past and present perfect

Objectives

- » Create a fake picture
- » Write a caption or headline for the picture
- » Discuss how easily pictures with fake information can be created
- » Develop critical thinking

Materials

- » Objects (toys, recyclable materials, miscellaneous classroom or household objects) to use as props in a picture (if working low-tech)
- » Lamp, spotlight, flashlight, or other light source(s) to manipulate pictures (if working low-tech)
- » Devices with digital cameras
- » Digital imaging software or web app (ideal, but optional)
- » Fake pictures, for example, the Loch Ness Monster or old UFO photos; complex digitally-manipulated pictures, photos that have been staged or misinterpreted (printed or to be projected)

Class Plan

Beginning

Show students some fake pictures to start a class discussion. Ask them if they think these are real or fake. Or, to be trickier, ask which are real and which are fake, before revealing that all are fake. Discuss the different ways pictures were misinterpreted or manipulated, and the possible negative effects of accepting these photos as truth. Have students reflect on how easy it is to create pictures that can be intentionally misinterpreted.

Tip

You may find some interesting examples at the following link.
 » Rugile, "30 Fake Viral Photos People Believed Were Real": <http://ftd.li/my8bm2>.

Developing

Explain the aim of this class is to create a "viral fake picture" in pairs or trios.

Your approach to this class will depend on the technology that is available to you. If digital imaging software is not available, have students stage their own photos using miscellaneous objects and manipulated lighting.

If digital imaging software is available, students can choose an actual news picture from the web and choose a way to manipulate it based on the ideas discussed at the beginning. Encourage students to be proactive in learning new digital imaging techniques – asking classmates for help or using online tutorials to find out how to do something they do not know how to do.

Think Tank

Ask students "Can a picture that hasn't been staged or digitally manipulated still be used to spread false information?" Point out that photos that are used out of context or given a false caption are also used in the spread of fake news. It is always important to check the source and consider the date and location of a picture.

Ending

Have students write a caption or news headline for their picture, considering whether to use present perfect or simple past according to the time signifiers they choose. Set pictures up to display in the classroom, or on a digital platform. Have students look at their classmates' work, try to identify what was changed or manipulated, and rate how believable it is on a scale of one to ten.

Ask students how to make it clear that these are fake if they choose to share these on their own social media. (In addition to explaining in text how the picture was manipulated and citing its original source, they should consider adding a sticker or a watermark indicating that the picture is fake, to prevent people from sharing it without the appropriate context.

Go Further

- » Tom Trewinnard, "Designing Debunks: Could Digital 'Stickers' Help Stem the Flow of Fake News?": <http://ftd.li/f44so3>;
- » Hany Farid, "Don't Be Fooled by Fake Images and Videos Online": <http://ftd.li/mw7nca>.

SOCIAL - EMOTIONAL LEARNING

CLASS

UNIT 6 • Extra! Extra!

Contents

- » Socio-emotional learning
- » Social awareness
- » Responsible decision making

Objectives

- » Understand social and ethical norms for behavior
- » Analyze situations
- » Develop responsible decision-making skills

Materials

- » Student Handbook, pages 292-294
- » "Extra! Extra!" video
- » Poster paper (enough for five groups)
- » Colored pencils and markers

Class Plan

Beginning

Ask students to sit back to back in pairs. Explain that you are going to write a topic on the board, and the ones facing it will create headlines, so their classmate can guess the topic. Model once, inviting three or four volunteers to look away from the board. Write "movie theater" on the board and say "A new Marvel Studio movie is coming up next month." If students do not guess, say "Brazilian director wins prize in France," and other headlines to help them guess. When students understand the dynamics, continue the game with the following topics, such as sports, Brazil, music, games, education, weather, Rio Claro (name of a city), etc.

Developing

Before watching the video

Activity 1

Ask students to look at the headline and read the questions. Allow them some time to compare answers with a classmate and predict the topic of the video.

While watching the video

Video – Part 1 (0:00-1:06)

Activity 2

Play part 1 of the video and ask students to answer the questions individually. They could then compare

with a classmate. Invite some volunteers to share their answers and play the beginning of part 2, up to "They seem to be everywhere these days." Ask students if they guessed right.

Video – Part 2 (1:06-6:29)

Activity 3

Ask students to look at the chart and read the instructions. Elicit what they are supposed to do, ensuring they understand that they will only complete the third column after viewing part 2 entirely. Instruct them to do this activity on their own and then compare it with a classmate. Play part 2 once. Allow students some time to complete the activity and then compare it with a classmate.

Write "It's very easy to spread fake news on social media" on the board. Ask students if they agree with it and have them take some notes on what is said about it. Also, ask them if fake news is a new thing. Elicit that although fake news has always existed, it gets out of control on the internet and social media. There is so much information available that people are too tired or lazy to check everything.

Activity 4

Tell students that three tips to identify fake news are mentioned. Ask if they remember which they are and allow them some time to answer. Play the video again so that they can check their answers.

Activity 5

Write the three tips ("read the entire text, not only the headline," "always check the source and author," and "keep an eye on the details") on the board. Explain to students that you are going to play part 2 again, and they need to take notes of the details related to each tip provided. After students take notes, have them compare in pairs. Open up the class discussion and check their answers.

Write "Be critical and be responsible" on the board and ask students to continue talking about what is said about it. If you find it necessary, play it once again after students have shared their notes so they can add more information. Students are expected to say that we should never believe things right away, especially on the internet. We should be conscious that it is our responsibility not to share fake news. We should never share things if we have not checked it.

they are true. Have a whole group discussion, inviting volunteers to share their opinions about why it is important to pay attention to each of the tips they have worked on. Ask students if they can add other tips and mention that checking the date of an article is also important. We sometimes read things on the internet that may have been published years ago, and that although the information is true, it is not relevant for today's context.

After watching the video

Activity 6

Ask students to form pairs or trios. Ask them which questions Amber asks at the end of the video ("Have you ever believed fake news?", "Have you ever shared something that you found out later was fake?", and "What did you do?"). Allow students time to discuss these questions and take notes of interesting things they would like to share with the other pairs or trios. Open the class discussion and encourage students to share their stories, experiences, and opinions. If you find it relevant, mention that checking whether the news is fake may seem demanding and that, if at first, it seems like too many things to handle, being critical and responsible may become second nature to us.

Activity 7

Write the following statements on the board, which summarize the main topics and tips.

- ▶ It is very easy to spread fake news on social media.
- ▶ Read the entire text, not only the headline.
- ▶ Always check the source and author.
- ▶ Keep an eye on the details.
- ▶ Be critical and be responsible.

Form five groups and explain to them they are going to create an informative poster about these statements. Explain that each group will be responsible for one of the statements. Allow them time to decide who will be in charge of which one. Invite students to discuss who they would like their target readers to be and how this might interfere in the layout and wording of their poster. Students should use the space provided to draw the first sketch. When they finish it, ask them to present it to someone from a different group and encourage constructive criticism. Give out the poster, and the colored markers, and pencils and allow students time to gather their notes. Encourage them to make their poster as simple yet informative as it gets.

Ending

Invite students to present their posters. Ask them to tell you what they have learned from this class. Ask them if they think they feel they are more capable of understanding social and ethical norms and analyze some situations. Invite students to provide some examples from the class.

Answers

Activity 1

- a) It is a piece of fake news.
- b) Personal answers. Students are expected to guess that they are going to talk about fake news.

Activity 2

- a) They are presenting some fake news.
- b) Personal answers. Students are expected to understand that Amber and Nicholas' intention is to raise awareness and grab the audience's attention to not spread fake news.
- c) Personal answers.

Activity 3

Personal answers.

Activity 4

- I. read the entire text, not only the headline;
- II. always check the source and author;
- III. keep an eye on the details.

Activity 5

- I. Reading just the headline makes people fall for fake news. You should always read the whole article. This is even more important if you decide to share the article. People who write fake news know that most people only read the headlines and they write shocking and sensationalist ones. This is used to manipulate people.
- II. Check that the news comes from a reliable source, such as a reputable newspaper, university, library, etc. Keep an eye on the URL of the site. Find out more about the organization that is publishing the news. Identify the author of the article and don't trust anonymous texts.
- III. Details are more important than we think, and they can give us hints that something is wrong. Check the quality of the text. Grammar, spelling, and punctuation mistakes may indicate the text is fake news because serious organizations care about the quality of their texts. Beware of vague and generalized information since not mentioning detailed information is a popular tactic on fake news.

Activities 6 and 7

Personal answers.

REVIEW

CLASS ☐

Units 5-6

Contents

- » News story script
- » Relative clauses
- » **Such** and **so**
- » Phrases
- » Joke

Objectives

- » Revise content from units 5-6
- » Create a script to tell a news story
- » Revise the usage of relative clauses, **such** and **so**, and phrases
- » Create a joke

Materials

- » Student Handbook, pages 96-97, 175
- » Blue, orange, and green like cards
- » Notepad
- » Colour pens and pencils
- » Bag or box
- » Computer lab or devices with internet access

Class Plan

Beginning

Pass a bag or box, filled with statements about April's Fool or a pop star (which can be or not real), around the group. Count to 10, for instance, and say "Stop!" aloud. Then the student holding the bag/box must pick out a statement, read it, and decide whether it is true or false. Give one point to each true statement.

Developing

Unit 5

Activity 1

Go over the instructions and make sure everyone understands what to do. Have students working in groups. Give students 10 minutes to create the news story script. Walk around the classroom and help them with language if necessary.

Activity 2

Give groups 5 minutes to rehearse.

Activities 3 and 4

Go over the instructions and make sure everyone understands what to do. Ask each student to cut out the like cards as indicated. As the groups finish, ask students to count how many blue, green, and orange signs the corresponding groups got and compare answers with a classmate.

Unit 6

Activity 1

Have students read the instructions. Allow them to use the internet for research. Give them a few minutes to do the activities.

Activity 2

Have students working individually. Walk around the classroom and help them with language if necessary. Ask them to write a powerful headline to grab readers' attention. If necessary, give them some examples or ask them to tell to the whole group a headline that they think is a good one.

Activities 3 and 4

Arrange students into pairs. Give them 5 minutes to do the activities. Ask them to tell to their classmates if their jokes are different or the same and why.

Activity 5

Have students working individually. Monitor the activity and help them when necessary.

Ending

Ask a few volunteers to tell their April Fools' joke to the whole group and invite their classmates to tell their versions of the same joke. Make sure they can realize we can tell the same thing with different words.

Answers

UNIT 5

Activities 1-4

Personal answers.

UNIT 6

Activities 1-5

Personal answers.

ASSESSMENT

Units 5-6

Contents

- » Content from units 5-6

Objectives

- » Assess what students have learned in units 5-6

Materials

- » Test available at Iónica
- » Extra activities (optional)
- » Readers (optional)

Class Plan

In Advance

- » A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.
- » Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.
- » Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.
- » Check if you will need sound equipment and make the necessary arrangements.
- » Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about

CLASS

students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

- » For formative assessment ideas, visit <https://ftd.li/ut8gpg> and <https://ftd.li/nbbfso>.
- » Read about the difference of summative and formative assessments at <https://ftd.li/pogkj6> and <https://ftd.li/rvaei5>.

Classroom Management

- » Answer questions students may have about the instructions.
- » If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- » Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.
- » During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.
- » If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while all students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

Ending

Dismiss students after they have completed all the test sections.

Tip

After scoring the tests, give feedback to students about the parts they did well and the parts they need to improve as a whole group and individually. For such, you may use the mental and written notes you have taken during the test and write a report card for each student with some personal notes on their performance.

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EXAM PRACTICE

CLASS

Unit 5

Contents

- » Content from unit 5

Objectives

- » Assess what students have learned in unit 5
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- » Audio track available at lônica

Class Plan

In Advance

A few days before:

- » download the exam from lônica and have copies made;
- » read the Exam Guidelines available at lônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening, and Speaking.** Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 6

Contents

- » Content from unit 6

Objectives

- » Assess what students have learned in unit 6
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- » Audio track available at lônica

Class Plan

In Advance

A few days before:

- » download the exam from lônica and have copies made;
- » read the Exam Guidelines available at lônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

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Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

UNIT 7

Lesson 1 | Part 1

Contents

- Opinion article
- Reality TV shows

Objectives

- Skim an opinion article to identify its main characteristics

Materials

- Student Handbook, pages 74-75

Class Plan

Beginning

Ask students to brainstorm as many different platforms for watching video content as they can, e.g., TV, DVD player, movie theater, cable TV, streaming, online channels, traditional TV stations' on demand streaming, etc. Ask them to compare the diversity of platforms to what they can remember from five years ago.

Developing

Activity 1

Ask students to form small groups and, taking turns, talk about their preferences regarding TV or streaming programs using the suggested prompts.

Activity 2

Ask students to indicate when they have chosen the appropriate answer and underlined the evidence. Elicit the meaning of **guilty pleasure** and ask students to tell a classmate some other kinds of TV show that might belong in the same category. If they feel comfortable with their classmates, they can even share their own guilty pleasures.

Tip

Love & Hip Hop is a reality television series broadcast on VH1 in the United States. The show documents the personal and professional lives of musicians, performers, managers, and record producers in various metropolitan areas of the USA.

Activity 4

After checking students' answers, ask them to go back to the text and, in pairs, find the sentences with the words and rephrase them using their own words.

Extra Activity

Write the words "appeal," "eschew," and "schadenfreude" (/ˈʃɑːd(ə)n ˈfrɔɪdə/) on the board and invite students to write their own sentences with these words and, in groups, challenge their classmates.

Ending

Divide the classroom into side A and side B. Ask students multiple choice questions about their preference for different types of entertainment media, such as "Do you prefer to watch A) series or B) movies?" Then tell students to move to the side of the classroom according to their preference. Once students are there, they have to justify their answers to each other from the same group. Repeat it for a few rounds.

Suggestions of questions: watch the news X read the news; talk show X reality show; TV soap opera X series; talent shows X cooking shows; based on real facts X fiction; sports X nature docs; documentaries X movies.

Answers

Activity 1

Personal answers.

Activity 2

- a) "I'm a scholar of media studies, and to me, the appeal of reality TV is something more intriguing and radical."

Activity 3

Possible answers:

- a) Online, especially on social media.
- b) Anyone who wants to state their opinion.
- c) Usually informal.

Activity 4

- a) scholar; b) eschew; c) appeal; d) stereotype; e) schadenfreude

UNIT 7

CLASS

Lesson 1 | Part 2

Contents

- » Second conditional

Objectives

- » Use the second conditional appropriately

Materials

- » Student Handbook, page 75

Class Plan

Beginning

Write the following list of reality shows genres:

"makeover," "renovations," "outdoor survival," "sports," "food," "travel," "music," and "lifestyle documentary" on the board.

Ask students to rank the genres from the ones they like the most to the ones they like the least, using numbers from one to eight: number one being their favorite, and number eight being the least favorite. Then invite students to share their rankings with each other.

Developing

Activity 5

Allow students some time to do this activity and, after checking their answers, ask them which of the sentences expresses the author's opinion (sentence b).

Activity 6

Before students do the activity, ask them to look at the sentences in activity 5 and elicit how they could restate them using their own words. Address them to the Tip box and ask if they can use any of the alternative words in the sentences in activity 5.

Ending

In pairs, have students discuss the following question: "Would you take part in a reality show? If so, what kind of show would it be and why?"

Answers

Activity 5

c; b; a

Activity 6

- a) hypothetical situation in the present
- b) if + past simple and would + infinitive

Activity 7

- a) No, she is not courageous enough. If she were courageous, she would apply.
- b, c, d) Personal answers.

UNIT 7 • How to Stay Informed

Contents

- » How to stay informed by vlogger T1J

Objectives

- » Prepare to listen by thinking about the topic
- » Reflect on the topic, thinking about what a reliable source of information is.
- » Become aware of how to analyze information from sources
- » Demonstrate comprehension of general and specific information
- » React to the content of the audio and express opinion on the topic

Materials

- » Student Handbook, pages 248-249
- » Audio track

Class Plan

Beginning

Ask students, in pairs, to think about how they get informed or keep themselves updated. Invite them to write it down before sharing with the whole group. Give them a few minutes to do the activity.

Developing

Activity 1

Ask a volunteer to read the instructions and opinions. Help with language if necessary. Pair students up and have them discuss these opinions for a few minutes. Walk around the classroom and supply any vocabulary needed or help them when necessary. Have a few volunteers to share their answers with the group.

Activity 2

Address students to the activity. Go over the instructions and the sentences. Explain to them you are going to play the audio twice: once for them to complete the activity and a second time to double-check their answers. Then check the answers with the whole group.

Activity 3

Ask students to read the instructions and the questions. Help them with language if necessary. Explain to them you are going to play the audio one more time for them to complete the activity. If necessary, play a second time. Before checking their answers with the whole group, ask them to compare in pairs.

Audio Script • Track 7.1

It's very unlikely that you're going to find any information source that doesn't hold some kind of bias. The bias can be super over and strong or it can be subtle. It can be in favor of a certain political philosophy or it can be in favor of a certain individual or group, or organization. Now, bias can result in dishonesty or hypocrisy, but, just because bias exists, it doesn't necessarily mean that the information is inaccurate. Like, if I was a milk enthusiast and I ran a pro-milk website, probably most, if not all of the articles, are gonna be pro-milk. The information in those articles could be a hundred percent accurate, but there's still a clear pro-milk bias. Now, I'm not gonna tell you what site you should go to, what channel you should watch, what sources are accurate. Like, you can figure that out on your own over time. If you haven't figured that out yet, it's okay. Just go to any site you've heard of or just google something you're interested in, click the first link, we'll go from there. I think it's much better to learn how to analyze information from any source rather than just picking certain sources and assuming that some are always good and some are always bad.

T1J. "How to Stay Informed" YouTube February 10, 2017. Accessed December 3, 2019. <https://www.youtube.com/watch?v=CvZxAv9xhZk>. Excerpts from 4:48 to 5:51

Activity 4

Ask students to read the instructions and the sentences individually. Explain to them you are going to play the audio twice: a first time for them to check true or false and a second time to underline which they think is not accurate according to the audio and replace it by the correct information. Before checking their answer with the whole group, ask them to compare in pairs.

Audio Script • Track 7.2

Now of course, sometimes it's hard to find a reliable source or you may just not know where to look. And in those cases, I think you might consider just asking around. Like, just make a post on social media asking for information and sources. Directly contact someone you know that is involved in or interested in the subject. You'd be surprised at how often that works. So, as you can probably tell, staying informed with up-to-date and accurate information can be a lot of work and probably most people don't wanna put in the effort. So, I think most people just sort of pick a couple of sites, pick a couple of channels and don't stray too far from there. And, depending on what media sources you choose, this may be an okay way to stay decently aware of what's going on in the world. But the problem is that most people are gonna pick sources that appeal to their biases, that routinely have guests and opinions that they agree with. So, even if the factual information is accurate, this still keeps us in an echo chamber and limits our perspective.

So, I'm in favor of going out of your way to verify and confirm information from various sources and then from there you can listen to viewpoints and opinions, even ones you don't agree with. That's just me, though. What do you think?

T1J. "How to Stay Informed." YouTube. February 10, 2017. Accessed December 3, 2019. <https://www.youtube.com/watch?v=CvZxAv9xhZk>. Excerpts from 8:53 to 10:00.

Activity 5

Encourage students to work in pairs or small group and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow them enough time to discuss their opinions. Walk around the classroom giving help, suggestions, and vocabulary.

Ending

Ask students to share their thoughts on "What's your opinion about his tips on how to stay informed?" with the group. As they finish, invite them to go to the board and write their own tips on the subject.

Answers

Activity 1

Personal answers.

Activity 2

c

Activity 3

a) No; b) Yes; c) No; d) No

Activity 4

a) T; b) T; c) F; d) T

Activity 5

Personal answers.

Homemade Projector Challenge | Part 1

Contents

- » Camera obscura

Objectives

- » Discuss possible ways of making a homemade projector

Materials

- » Student Handbook, pages 106-107
- » Computer lab or devices with internet access

Class Plan

Beginning

With students' books closed, write "Homemade Projector Challenge" on the board. Elicit what they think this STEAM project will involve and then explain that they have 3 minutes to brainstorm the materials they may need to face the challenge. When time is up, ask some volunteers to share the ideas they have had.

Developing

Hypothesis and Plan

Remind students that they have been discussing different aspects of the media, and that in this challenge they will be focusing on one of the earliest tools to record and project images. Ask students to read the guiding question under the title and also the list of

materials and formulate hypotheses of how to create such a projector. It is worth letting students brainstorm ideas before showing them the instructions. By reading about the concept of the camera obscura, they will be able to anticipate some problems they might have.

Address students to the following sites:

- » Photography History Facts, "History of Camera Obscura – Who Invented Camera Obscura?": <http://ftd.li/mhmt2f>;
- » Encyclopaedia Britannica, "Camera Obscura": <https://ftd.li/acjrhp>.

Tip

Camera obscura (from Latin, meaning "darkened room") is a device in a shape of a box or a room that lets light through a small opening on one side and projects it on the other. In this simple variant, image that are outside the box are projected upside-down. More complex cameras can use mirrors to project image upwards and right-side up and can also make use of lenses. Camera obscura can be used as a support for drawing and entertainment.

Photography History Facts. "History of Camera Obscura – Who Invented Camera Obscura?" Accessed May 11, 2020. <http://www.photographyhistoryfacts.com/photography-development-history/camera-obscura-history/>. (Based.)

Ending

After students have learned about the concept of **camera obscura**, form small groups and ask them to organize their workstations. Allow them some time to discuss the possible problems and challenges they may face when creating a homemade projector.

Lesson 2 | Part 1

Contents

- » Sources of news
- » Podcasts
- » -ed sound

Objectives

- » Listen to a podcast about following the news to identify main ideas
- » Make predictions about famous podcasts based on verbal and nonverbal characteristics
- » Talk about advantages and disadvantages of different sources of news
- » Use -ed verb endings

Materials

- » Student Handbook, pages 76-77
- » Audio track

Class Plan

Beginning

Ask students to work in pairs and make a list of topics that could be the main theme of a podcast. After 2 or 3 minutes, invite some volunteers to share their list.

Developing

Ask for two volunteers and tell them to sit with their backs to the board. Write the following words on the board, three at a time: "podcast," "episode," "news," "article," "reality show," "newspaper," "social media," "radio," and "television". Explain that this is not a competition and that the rest of the group should describe them and help the volunteers to find out what the words are. Then repeat with different volunteers with other set of words.

Developing

Activity 1

Ask students to discuss the questions and critically evaluate each source of news in alternative c.

Activity 2

With books closed, explain to students they are going to listen to a podcast called "Why Do We Really Follow the News?" and ask them what they expect to hear.

Audio Script • Track 25

Hey, podcast listeners. Happy almost summer! I am on a family holiday this week, which means that today's episode comes from our archives.

We picked this one because it seems especially worthwhile considering everything that's happening in the news, around the world. It is episode number 215, and it is called "Why Do We Really Follow the News?" Hope you enjoy.

Dubner: Checkity, check, check, check. OK, we're talking to Maia, Anya, and Logan. So first thing I want you to do is, I want you to each introduce yourself. Just say your name.

Anya: Hello, I'm Anya, and I'm 13 years old.

Dubner: Anya's my kid. Maia and Logan are two of her friends. At school, in History class they have a current-events unit. Once a week, the teacher assigns them a news article to read, or the kids pick their own. From The New York Times, the BBC, CNN ...

Logan: Wall Street Journal.

Dubner: Okay. And then the students write an essay about the article.

Dubner: So, when the teacher asks you to do this current-events reading, what is the point? Do you ever discuss that? What does the teacher say you're trying to accomplish by reading a current-event article and relating it to the history?

Maia: So I think it's important to read current events because we're in this little bubble at our school. And so it's important to see outside of the bubble so we can improve what's not in our school and what's not as protected.

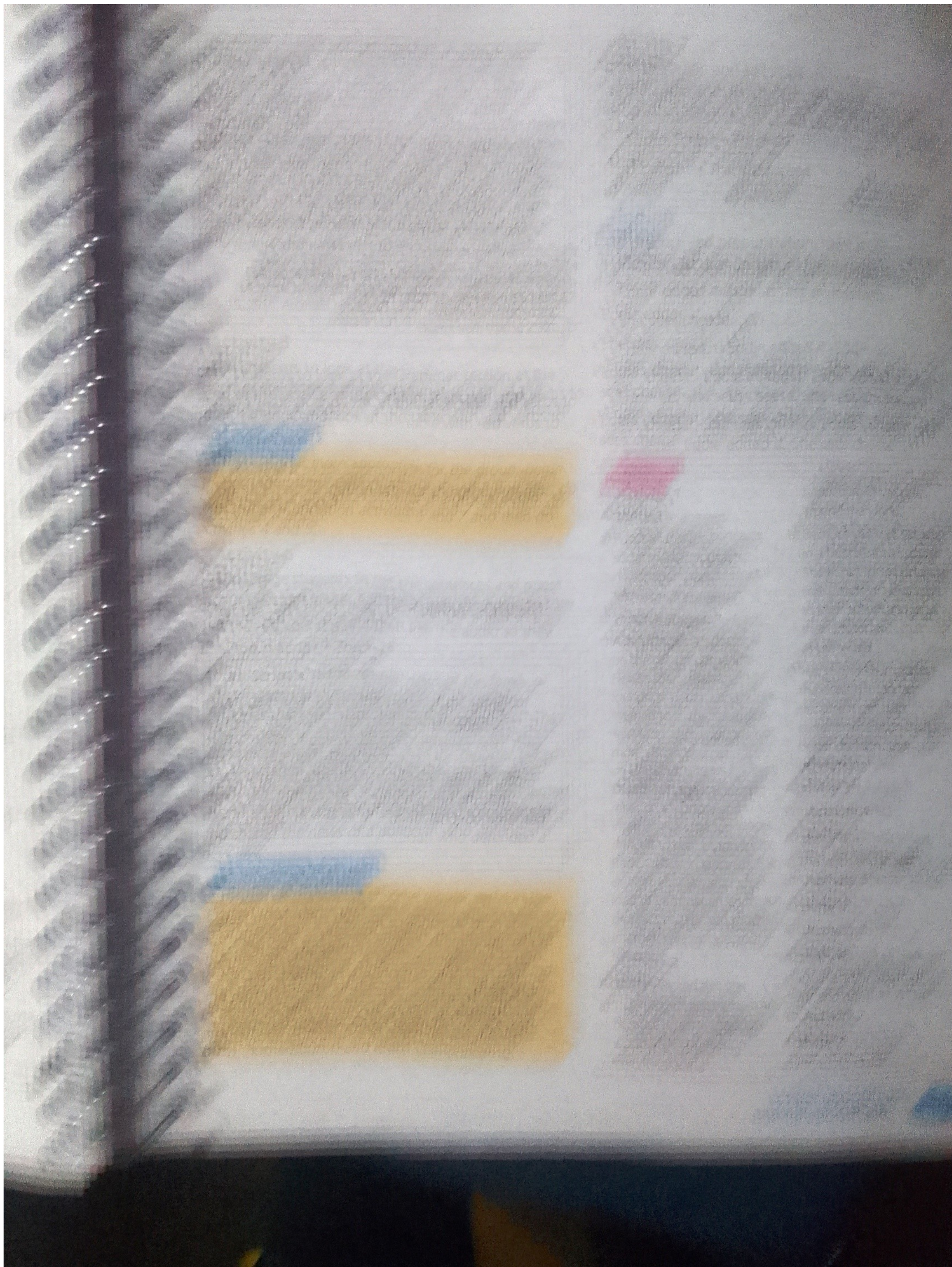
Dubner: So that's really interesting. So that's like reading the news in order to be kind of like a better person? Logan, would you think that's kind of how you see it too?

Logan: Just so our generation can make better decisions than the past generations have maybe.

Dubner: Interesting. So let me ask you this: Do you keep up with stuff because you feel it's the "right thing to do" or because you really like it?

Logan: I think it's just because it's part of the world that we live in and we want to know about it. And especially as we get older we want to become a part of it too even more. So we want to know our surroundings.

Anya: Also, I think that reading about the news may make people smarter; it helps you just think about everything. And you really ...



Lesson 2 | Part 2

Contents

1. Introduction

Objectives

1. Understanding the different types of TV programs

Materials

1. A list of TV programs (page 11)

Class Plan

Beginning

1. Ask the students to think about the different types of TV programs they watch and write down the names of the programs they watch.

1. News	2. Sports	3. Children's
4. Comedy	5. Drama	6. Reality
7. Documentaries	8. Animation	9. Game shows
10. Talk shows	11. Music	12. News
13. Sports	14. Children's	15. Reality
16. Documentaries	17. Animation	18. Game shows
19. Talk shows	20. Music	21. News

Developing

Activity 1

1. Ask the students to think about the different types of TV programs they watch and write down the names of the programs they watch.

2. Ask the students to think about the different types of TV programs they watch and write down the names of the programs they watch.

Ending

3. Ask the students to think about the different types of TV programs they watch and write down the names of the programs they watch.

Assessment

Activity 2

1. Ask the students to think about the different types of TV programs they watch and write down the names of the programs they watch.

Homemade Projector Challenge | Part 2

Contents

- » Homemade projector

Objectives

- » Combine language, social and engineering skills to use a cell phone as a projector

Materials

- » Student Handbook, pages 106-107
- » Computer lab or devices with internet access
- » Cardboard
- » A retractable craft knife
- » Scissors
- » A smartphone
- » A magnifying glass
- » Duct tape
- » A pencil
- » A shoebox

Class Plan

Beginning

Test

Let students read the sequence of procedures and compare them to their hypotheses and ideas.

Developing

The groups might want to test their own hypotheses, which can be a great idea. Encourage them to record in their notebooks what they plan to do, especially if they intend to modify the instructions in the book. This will allow them to go back to their process during the evaluation moment. If necessary, show them online images that illustrate each step.

Also, if necessary, allow students some time to do some research on the internet. The following links might be useful:

- » Yumi Sakugawa, "Make a DIY Photo Projector with a Shoebox & Smartphone": <https://ftd.li/grsckh>;
- » Kzastrow03, "Smartphone Projector-Final IED STEAM Project": <http://ftd.li/dqnd25>.

Ending

Evaluation

Ask students to answer the questions in this section to test if the projector works properly. This stage of the process is important for them to test their hypotheses, their methods, and the implementation of the instructions. Encourage students to look at any failures they have during this process as an experience to be analyzed. Their notes will be useful at this point.

SPEAKING

UNIT 7 • Describing a Work of Art

Contents

- » Art: paintings
- » Picture description

Objectives

- » Review and expand the language content from unit 7
- » Analyze and make comments about paintings
- » Describe pictures

Materials

- » Student Handbook, pages 276-277
- » Computer lab or devices with internet access (optional)
- » A large picture of a painting of your choice (preferably abstract painting; printed or projected)
- » Music videos of different genres (optional)
- » Colored pencils or markers (optional)
- » Sheets of paper (one per student, optional)

Class Plan

Beginning

Show students the picture of the work of art you have selected. Ask them what they think the picture represents, how they feel about it, how they like it etc. Assure students that there are no right or wrong answers, but when appreciating and analyzing a picture, there are some items we should consider. Ask them what they think we should look at when analyzing a painting or a picture or what aspects usually grab their attention.

Developing

Activity 1 – Preparation

Ask students to read the instructions and answer any questions. Explain to them they are going to complete the items with some useful language to describe each of the aspects in a picture. Allow them some time to do the activity and elicit some answers. Write their ideas on the board and take this opportunity to review with students the vocabulary of shapes, colors, textures, feelings, etc.

Activity 2 – Interaction

Organize students into pairs and ask them to analyze the pictures for some time individually. Ask them to choose two different images to talk about.

Then ask them to read the instructions and answer any questions. Explain that besides describing the painting, they should also state their opinion and say which feelings they have about it. While they talk, walk around the classroom, and support their participation. Ask some students a few questions to make them develop the topic.

Tip

You can find more information about the paintings in activity 2 at the following links.

- » Google Arts & Culture, The Peasant Wedding by Pieter Bruegel, the Elder: <http://ftd.li/cnmddq>;
- » Art Institute Chicago, The Bedroom by Vincent Van Gogh: <http://ftd.li/ewbjyk>;
- » Sara Barnes, "Online Database Features Overlooked Female Artists from 15th-19th Centuries," Self-portrait at the Easel, by Sofonisba Anguissola: <http://ftd.li/idzq3g>;
- » Camilla Veras Mota, "Abigail de Andrade: a Pintura Premiada Quando as Mulheres Eram Proibidas na Escola de Belas Artes no Brasil," A Hora do Pão by Abigail de Andrade: <http://ftd.li/3v85jd>;
- » Metropolitan Museum of Art, Rain Landscape, Asily Kandinsky: <http://ftd.li/touxj3>.

Extra Activity

Play one of the music videos and ask students to write what color it reminds of and why. They can also draw anything using that color if they have colored pencils or markers. Also, ask them to write what person or people the music makes them think of, what scenes they imagine. Play other videos of music and repeat the procedure.

Ending

Invite some students to share with the group what they talked about the paintings. Encourage a debate and provide support for students during the discussion.

Answers

Activity 1 – Preparation

Personal answers.

Activity 2 – Interaction

Personal answers.

Lesson 3 | Part 1

Contents

- » Podcasting
- » Making an inference
- » TV news report

Objectives

- » Listen to a news report about podcasts for specific information

Materials

- » Student Handbook, pages 78-79
- » Audio track

Class Plan

Beginning

Ask students to work in pairs and make a list of topics that could be the main theme of a podcast. After 2 or 3 minutes, invite some volunteers to share their list.

Developing

Activity 1

Ask students if they follow any podcasts and what they are about. Invite them to share their suggestions in small groups and rank them from most to least interesting.

Activity 2

Encourage students to guess what the podcasts are about by looking at both verbal and nonverbal information in each image. Explain to students that two of these images refer to Brazilian podcasts: Nerdcast and Braincast.

Tip

Encourage students to talk about how making inferences may help them improve their reading and listening comprehension. Also, ask students what else, besides words, can help us make inferences about a text.

Activity 5

Write "50," "2010," "65 million," and "13 hundred" on the board and explain to students that they refer to the popularity of podcasts in the United States (50% of American households are fans of podcasts; 2010 is the year Pat Flynn started podcasting; 65 million is the number of downloads she has; she has recorded 13 hundred

episodes). Give them some time to share with a classmate what they think the numbers refer to and play the audio once. Ask students if their predictions were right and tell them to read the statements. Play the audio a second time.

Audio Script • Track 28

Kirstin: Well, podcasts, if you aren't listening to one, chances are you have friends who swear by one.

Julie: Oh yeah, in fact 50 percent of American households are fans of them. This week, the Podfest Expo is in Orlando, bringing some of the most recognizable names in podcasting to Central Florida.

Candance: And among those is Pat Flynn, the host of Smart Passive Income, thank you so much for joining us!

Pat Flynn: Thank you for having me!

Candance: So we were just saying in the commercial break, we have so many questions, we're just ready to like, jump in.

Pat Flynn: Let's do it!

Candance: Alright, so how ...

Kirstin: Candace, you have your own podcast!

Candance: Well, yes we kind of do with News 6, we'll get to that in a second, but, let's talk you, I mean, how long have you been doing this, you said you did this, what, 10 years ago?

Pat Flynn: I've been podcasting since July 2010, and it actually took me three times to record my first episode, 'cause it's kind of a scary thing to talk to a microphone alone in your office, but after I finally did it, now I have over 65 million downloads, five different podcasts, 13 hundred episodes recorded, so I know a few things about this space.

Julie: So when you first started 10 years ago, you said in your office talking by yourself into a microphone, did you imagine that podcasting would become what it is today?

Pat Flynn: I did not, although I knew the power of podcasting, 'cause it was actually a podcast that actually changed my life. I was laid off from the architecture industry in 2008, and I discovered this podcast about starting your own online business, and I fell in love with that podcast and the hosts, and I followed their directions, and I started my own business. And as a result of that I always knew I wanted to start my own too, so I could sort of pay it forward.

Flynn, Pat. "Invited Last Minute to Be on the News - Pat Flynn on Podcasting." YouTube. March 14, 2019. Accessed January 29, 2020. <http://www.youtube.com/watch?v=US2KctWJq7U>. Excerpt from 2:48 to 4:13.

Introduction

The purpose of this study is to investigate the effects of the independent variable on the dependent variable. The study is designed to provide a comprehensive overview of the current state of research in this field.

Methodology

The study was conducted using a quantitative research design.

The data was collected through a series of experiments.

Results

The results of the study indicate that there is a significant positive correlation between the independent variable and the dependent variable. The findings suggest that the independent variable has a direct impact on the dependent variable.

The data was analyzed using statistical methods.

The results are presented in the following tables.

Conclusion

The study concludes that the independent variable has a significant effect on the dependent variable.

The results of the study indicate that there is a significant positive correlation between the independent variable and the dependent variable.

The findings suggest that the independent variable has a direct impact on the dependent variable.

References

The following references were consulted during the course of this study:

1. Smith, J. (2010). The effects of the independent variable on the dependent variable. *Journal of Research*, 15(1), 1-10.

2. Jones, A. (2011). The relationship between the independent variable and the dependent variable. *Journal of Research*, 16(2), 1-10.

3. Brown, C. (2012). The impact of the independent variable on the dependent variable. *Journal of Research*, 17(3), 1-10.

4. White, D. (2013). The influence of the independent variable on the dependent variable. *Journal of Research*, 18(4), 1-10.

5. Black, E. (2014). The role of the independent variable in the dependent variable. *Journal of Research*, 19(5), 1-10.

UNIT 7

CLASS

Lesson 3 | Part 2

Contents

- » Passive voice
- » TV news report

Objectives

- » Use the passive voice appropriately

Materials

- » Student Handbook, page 79

Class Plan

Beginning

Write "The ___ has been moved." on the board. Invite three volunteers to go outside of the classroom for 1 to 2 minutes. Have the other students move things around in the classroom and then call the students back in. They will have to say as many things as possible that have been moved. Look at the following the example.

- » The chair has been moved.

Developing

Extra Activity

Draw a grid on the board and elicit words related to the main topic of the unit. Write the words in the squares and divide students in two groups, the naughts (O) and the crosses (X). They should take turns choosing a word and saying a sentence in the passive voice using it. If the sentence is correct, the group draws the naught or cross in the corresponding square. If students like the game, tell them to play it again in small groups.

Ending

Have students write one sentence about their favorite video game, movie character, or series using passive voice. Then invite them to share with the whole group. Look at the following example.

- » Mickey Mouse was created by Walt Disney.

Answers

Activity 7

- a) passive; b) the action itself; c) passive; d) written

Activity 8

- a; d; c; b
- a) be produced by the students
- b) listened to on mobile phones, computers, or media players.
- c) was invented by Ben Hammersley.
- d) being recorded at this moment.

Activity 9

- a) TV news was being watched on people's phones.
- b) Thirteen hundred podcast episodes are recorded by Pat.
- c) A TV news program about learning English has been watched by the class.
- d) A brand new episode is going to be listened to by Lea.

GRAMMAR

CLASS

UNIT 7 • Passive Voice: Have/Get + Object + Past Participle

Contents

- » Passive voice: **have/get** + object + past participle

Objectives

- » Review and expand the grammar content from unit 7
- » Practice the using the structure **have/get** + object + past participle

Materials

- » Student Handbook, pages 230-231

Class Plan

Beginning

Write a few sentences on the board in the passive voice with some mistakes. Ask students to help to correct them. Check their understanding of the passive voice and answer any questions. Write "have" and "get" on the board and some actions (e.g., cut my hair, make a dress, etc.). Ask students how you could write a sentence with those actions using **have** or **get**. Elicit "I had/got my hair cut. I'm having my hair cut." Make sure students know the difference between, for example, "I cut my hair" and "I had my hair cut."

Developing

Activity 1

Explore the pictures and read the sentences with students. Ask them to read the alternatives and check the correct statement with the whole group.

Activity 2

Ask students to read the instruction and the items. Clarify what they need to do if necessary. Have them compare answers in pairs and ask some volunteers to read aloud the complete sentences when checking the activity with the whole group.

Activity 3

Ask students to read the rubrics and the words in each item. Clarify what they need to do if necessary. Allow students some time to rewrite the sentences and have

them compare answers in pairs. Ask some volunteers to read aloud the sentences or write them on the board when checking the activity with the whole group.

Activity 4

Ask students to read the rubrics and the sentences. Clarify what they need to do if necessary. Allow students some time to rewrite the sentences using **had** or **got** and have them compare answers in pairs. Ask some volunteers to read aloud the sentences and write them on the board when checking the activity with the whole group.

Activity 5

Allow students some time to write their sentences. Have them sit in pairs to talk to each other and try to guess each one's sentences. They can ask, for instance, "When did you get it done?", "Where were you?", "Who was with you?", "How did you feel about it?" etc.

Ending

Ask students to share with the whole group what they learned about their classmates in the previous activity. Answer any questions they might have about this structure and provide further examples if needed.

Answers

Activity 1

b

Activity 2

I. d; II. b; III. a; IV. e; V. c

Activity 3

- a) I need to have my TV repaired.
- b) He had his wallet stolen two days ago.
- c) My friend had his nose broken in a soccer game.
- d) Where did you have your hair cut?

Activity 4

- a) Anna had a new skirt made by the dressmaker.
- b) Beth had her newspaper delivered this morning.
- c) I got/had my article edited by the journalist.
- d) They got/had their food cooked.

Activity 5

Personal answers.

Homemade Projector Challenge | Part 3

Contents

- » Homemade projector

Objectives

- » Combine language, social and engineering skills to use a cell phone as a projector

Materials

- » Student Handbook, pages 106-107
- » Computer lab or devices with internet access
- » Cardboard
- » A retractable craft knife
- » Scissors
- » A smartphone
- » A magnifying glass
- » Duct tape
- » A pencil
- » A shoebox

Class Plan

Beginning

Ask students to implement their projector so it can be retested.

Developing

Re-Test

If students' projector does not work properly, they will need to make some changes. As possible suggestions,

you can ask students to change the position of the cell phone support and adjust its distance from the magnifying glass to make the video projection sharper and clearer. They will also see that the image will be projected upside down, so have them block the rotation of the cell phone image and place the device upside down inside the box. Suggest that they adjust the brightness of the cell phone to its maximum. Once again, they should test the projector and compare the quality of the projection with the initial one.

Ending

Final Evaluation

Have a whole class discussion about the different stages of this STEAM project. Encourage students to go through each stage of the challenge and talk about what worked well and what they had more difficulty with. Invite them to talk about teamwork as well. In addition to the questions in the student's book, you can use some of these questions to guide them in their discussion:

- » Were the materials and time allotted enough for the challenge you had?
- » What surprised you about this challenge?
- » What was the most difficult thing for your group?
- » Were there any moments when you felt a bit frustrated? If so, why?
- » What tips can you give someone who wants to make a projector using a cell phone?

UNIT 7

Lesson 4

Contents

- » Describing photos
- » Freedom of press
- » News headline

Objectives

- » Describing a photo
- » Read the definition of press freedom to check predictions
- » Read a piece of news about press freedom to identify its main parts
- » Discuss freedom of speech and press freedom
- » Write a headline and lead about press freedom

Materials

- » Student Handbook, pages 80-81
- » A song

Class Plan

Beginning

Play a song and ask students to mingle as they listen to it. When you stop the song, they get together with a classmate near them and you ask them to name the following:

- » Two or three topics we can find in podcasts.
- » Two or three reasons why it is important to read about current events.
- » Two or three stories that are in the news this week.

Developing

Activity 2

If necessary, elicit or explain the meaning of expressions students may not know.

Activity 3

Invite students to look at the pictures and describe them in pairs. Encourage them to use the expressions in activity 2. Also, ask them some of the following questions:

- » Where are they?
- » What are they doing?
- » What else might they be doing?
- » What kind of news story could the picture be illustrating?

Activity 4

Write "media," "press," and "censorship" on the board and tell students to define them in pairs. Invite some volunteers to read their definitions.

Activity 5

Ask students to read the words in the box and, in pairs, say what they mean. Next, ask students to complete the definition individually and then compare their answers with a classmate's.

Activity 6

Encourage students to talk about the consequences of not having press freedom or freedom of speech, as well as the need for ethical responsibility in both.

Activity 7

Ask students to read the instructions and identify the different parts in this piece of news. After checking their answers, ask them to summarize in their own words what they have read. Explain to students that ECPMF stands for the European Centre for Press and Media Freedom.

Activity 8

Before students do the activity, ask them what the objective of the headline, the lead, and the body are in a piece of news. Then tell them to look at the activity and check how similar or different their answers were.

Activity 9

You may assign this activity as homework and instruct students to:

- » do some research before creating their own news headline and lead about freedom of press;
- » use the checklist in activity 10 as a guideline.

In the following class, ask students to swap their texts and give any suggestions they find relevant. They may then revise their own texts, incorporating the changes suggested by their classmates.

Activity 10

Ask students to work with different classmates and read their headline and lead. They should use the rubrics to give feedback to one another.

Ending

Invite students to look at the opening pages of this unit and, in small groups, analyze how well they illustrate the work developed in the past few classes. Also, ask them to share what they liked best about this unit and what they feel could be better developed.

Answers

Activity 1

Personal answers.

Activity 2

Describing the position of things/people in a photo	Showing uncertainty	Stating your opinion
At the bottom; At the top; In the background; On the right-hand side; On the left-hand side.	It looks as though; It's hard to say, however.	I believe; I reckon; From my point of view.

Activity 3

Possible answers:

In the picture a, there are many people in the background, and on the right-hand side there is a man.

In the picture b, it looks as though she is interviewing someone.

Activity 4

Possible answers:

The word **media** refers to the collective means of mass communication (broadcasting, publishing, and the internet). And **press** refers to the people (such as reporters and photographers) who work for newspapers, magazines, etc. **Censorship** refers to the suppression or prohibition of any parts of books, movies, news, etc. that are considered obscene, politically unacceptable, or a threat to security.

Activity 5

a) principle; b) printed; c) materials; d) right; e) freely; f) absence; g) state

Activity 6

Personal answers.

Activity 7

Osservatorio balcanico caucasio transauro

c International media freedom mission in Turkey: press freedom in crisis



b

For three days our partners of ECPMF joined 7 other freedom of expression organisations on a joint mission to Turkey, led by the International Press Institute. Despite some glimmers of hope, press freedom in the country remains in crisis. Here the final statement released on 13th September

a

13/09/2019 - Turkey

Via, members of international press freedom groups, report that press freedom and the rule of law in Turkey remain in crisis despite glimmers of hope, such as yesterday's independence trials of former Communist journalists.

Over three days this week, our international press freedom delegation held meetings with parliament, civil society, the judiciary and the authorities to assess planned reforms and the continued crackdown being carried out in Turkey. Convened by the International Press Institute (IPI), the delegation also comprised representatives from Article 19, the European Federation of Journalists (EFJ), the Committee to Report on Journalists (CJR), PEN International, Norwegian PEN, the European Centre for Media and Democracy (ECMD), and the European Pressphoto Union (EPU).

Activity 8

a) headline; b) lead; c) body

Activity 9

Personal answers.

Activity 10

Personal answers.

Homemade Projector Challenge | Part 4

Contents

- » Homemade projector

Objectives

- » Present and explain the process experienced by the group

Materials

- » Students' homemade projectors

Class Plan

Beginning

Presentation

Explain to students they are going to present their work to the group as if they were at a STEAM fair. Ask them

to organize the classroom for the fair and prepare their presentations in groups.

Developing

Allow students some time to prepare and, if necessary, help them with vocabulary. Reinforce the idea that you expect them to use English in this presentation and say that they may address to their notes whenever necessary. They should present their projector and explain the changes they had to make to produce a good image. After each group's presentation, encourage students to make comments, ask, and answer questions.

Ending

Give students feedback about their work as a team and their final product.

UNIT 7 • News Reporter

Contents

- » News and information

Objectives

- » Review and expand the language content from unit 7
- » Talk about how what we read affects us
- » Plan, write, and record a news report about a problem at school

Materials

- » Student Handbook, pages 278-279
- » Computer lab or devices with internet access

Class Plan

Beginning

Conduct a quick survey with students. Ask them what they usually do online and list their ideas on the board. You can also provide some suggestions and check the group's habits. For example, watch videos, read the news, post pictures, read social media posts, listen to the radio and music, research, etc.

Developing

Activity 1 – Preparation

Ask students to read the instructions and answer any questions. Have them read the extract individually and help them with vocabulary if necessary. Clarify the meaning of **bias**, give, and ask some examples. Make sure students understand the difference between **useful information**, **biased reporting**, and **deliberate misinformation**.

Activity 2 – Interaction

Organize students into pairs or trios. Ask them to discuss the questions in activity 1. Walk around the classroom to support their participation. Ask some students to share their ideas with the whole group.

Activity 3 – Interaction

Organize students into groups of three or four. Ask them to read the instructions and answer any questions. You will probably need another class for students to edit and present their news reports. Ask them to use the space to plan what they are going to report about.

Ending

Have the groups presenting their news report and invite them to make comments and ask questions to the "reporters."

Tip

If time allows, ask students to write an answer to the following question "What is the most significant thing you learned doing this activity?" and hand it to you. This will help you to evaluate how students engaged with the activity and plan your next classes.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 and 3 – Interaction

Personal answers.

UNIT 7 • Is It Hazardous or Not?



Contents

- » Electromagnetic radiation
- » The effects of electromagnetic radiation on human health

Objectives

- » Define electromagnetic radiation
- » Classify electromagnetic waves
- » Reflect on the impact of electromagnetic radiation on human health
- » Reflect on the importance of scientific research

Materials

- » Student Handbook, pages 199-202
- » Video: "Is Radiation Dangerous? – Matt Anticole," TED-Ed, available at <http://ftd.li/c3tyqu>

Class Plan

Beginning

Show students the question in the title "Is It Hazardous or not?" and elicit what it could refer to. Clarify the meaning of **hazardous** (hazard [noun] + **-ous** = hazardous [adjective]) and its pronunciation. Welcome the students' contributions. They may say it refers to different kinds of food and habits, given the controversy that we normally encounter in the different scientific fields.

Developing

Activity 1

Address students back to the discussion started at page 76 (unit 7) about where they get their news from. Check how many of them (or their families) get their news from electronic devices. Ask students to complete the activity individually and then compare their answers in pairs. Have them name each one of the devices and practice the pronunciation of these words if necessary. Elicit the answers from students and encourage their participation. If they do not answer item c as expected, write the word "electromagnetic" on the board to help them. Explain that they are going to learn about **electromagnetic radiation**.

Activity 2

Explain to students that they are going to order the sentences to get a definition of **electromagnetic radiation**. Show them that the first item has been done to provide help. Also explain that they need to find grammatical clues and focus on the context to order the sentences correctly. Start the activity with them to demonstrate. Have students complete it individually and then check their answers in pairs. Elicit answers and write them on the board. When they are done, have one of them read the definition out loud. Answer any questions if necessary but reassure students that they will go deeper into the subject in the next activities.

Activity 3

Explain to students that electromagnetic radiation is presented in a continuum according to its frequency (the number of waves formed in a specific length of time) from less to more frequent. In the definition from activity 2, electromagnetic radiation has different functions in their everyday lives. Have students look at the image and elicit some other possible functions.

Activity 4

Before playing the video, have students read the questions carefully and try to predict the answers. Play the video once so that they can confirm their predictions. Have them answer the questions and play the video again if necessary. Understanding the task before watching the video will prepare students to listen to the text more effectively. Ask them to check answers in pairs before the correction with the whole group. If students struggle to answer, play the video again after they have compared the answers in pairs, but before the correction. This may boost their confidence.

Video Script

[...]

Electromagnetic radiation is pure energy consisting of interacting electrical and magnetic waves oscillating through space. As these waves oscillate faster, they scale up in energy. At the lower end of the spectrum, there's radio, infrared and visible light. At the high end are ultraviolet,

X-rays and gamma rays. Modern society is shaped by sending and detecting electromagnetic radiation. We might download an email to our phone via radio waves to open an image of an x-ray, which we can see because our screen emits visible light.

[...]

TED-Ed. "Is Radiation Dangerous? – Matt Anticole."
Youtube, March 14, 2016. Accessed August 6, 2020.
<https://www.youtube.com/watch?v=zl2vRwFKnHQ&pbjreload=10>.
Excerpt from 2:15 to 3:04.

Activity 5

Ask students to read the instructions and answer any questions. Play the video once and let them complete item a. Play it again and have them complete item b. Allow students some time to answer item c and ask them to check their answers in pairs. Play the video again for confirmation if necessary. Elicit and write the answers on the board. Explain that, at this point, they do not need to focus on the technical terms that explain how radiation is risky. Students might be in doubt about the use of the word **radiation** as it is commonly associated with something negative and hazardous. Ask a volunteer to read the text in the box.

Audio Script

To start, not all radiation is hazardous. Radiation becomes risky when it rips atoms' electrons away upon impact, a process that can damage DNA. This is known as ionizing radiation because an atom that has lost or gained electrons is called an ion. All nuclear radiation is ionizing, while only the highest energy electromagnetic radiation is. That includes gamma rays, X-rays, and the high-energy end of ultraviolet. That's why as an extra precaution during X-rays, doctors shield body parts they don't need to examine, and why beach-goers use sunscreen. In comparison, cell phones and microwaves operate at the lower end of the spectrum, so there is no risk of ionizing radiation from their use.

TED-Ed. "Is Radiation Dangerous? – Matt Anticole."
Youtube. Accessed August 6, 2020.
<https://www.youtube.com/watch?v=zl2vRwFKnHQ&pbjreload=10>.

Activity 6

Ask students if they have already heard people saying that "using cell phones is hazardous to their health because of electromagnetic radiation."

Have them read the headlines and check what they have in common (concern about the impact of electromagnetic radiation on human health). Ask if any of the headlines provide a definitive and clear answer. Elicit their opinions on the subject or things that they have already heard about it. Welcome the students' contributions.

Activity 7

Tell students that if we have concerns about things that are harmful, it is important to check several reliable sources to be informed. In this case, explain that they are going to read a summary issued by the World Health Organization on the subject. Allow them some time to read it and check if a definitive answer is provided. Let them talk about their perceptions in pairs. Open the discussion and encourage students' participation.

Extra Activity

Organize students into groups and ask them to do some research online to find news and articles about the negative impacts of cell phones on our health. Make students aware that although there is no evidence that radiation from cell phones is harmful, extensive use of cell phones can have negative impacts on our mental and physical health. You may find some useful information at the following links.

- UC Davis Health, "Is Blue Light from Your Cell Phone, TV Bad for Your Health?": <http://ftd.li/ah3ee3>;
- Liraz Margalit, "What Screen Time Can Really Do to Kids' Brains": <http://ftd.li/zhtvw>;
- Melinda Smith, Lawrence Robinson, and Jeanne Segal, "Smartphone Addiction": <http://ftd.li/k3q9qt>.

Ending

Activity 8

Talk to students about the importance of understanding that science plays an essential role in our fast-changing society. However, science often does not have hard and fast rules or answers to offer as a lot of research is needed to reach definite conclusions. Nonetheless, it is always important to highlight the importance of science and its contributions to our society. We may question certain things, but we should avoid neglecting science.

Answers

Activity 1

- a) Personal answers.
- b) Personal answers.
- c) They all emit electromagnetic radiation.

Activity 2

a) 3; b) 7; c) 5; d) 1; e) 9; f) 4; g) 8; h) 2; i) 6

Activity 3

- a) Personal answers.

Activity 4

- a) infrared radiation; b) radio waves; c) visible light; d) gamma ray; e) ultraviolet; f) microwaves; g) gamma ray; h) x-rays

Activity 5

a and b)

Type 1: Ionizing radiation	Type 2: Nonionizing radiation
Gamma rays, X-rays, and the high-energy end of ultraviolet	Visible light, infrared, microwaves and radio waves

c) Ionizing radiation offers more risks.

Activity 6

Suggested answer: Because people usually associate radiation with something harmful and because a few nonconclusive studies have shown some negative results. But there is no consensus.

Activity 7

It says that there is a concern that is not dismissed, but currently, there is no scientific consensus on the subject. In the meantime, research continues to be carried out.

Activity 8

Personal answers.

UNIT 7 • Sound Effects

Contents

- Sound effects
- Passive voice
- Expressions for showing uncertainty (**It seems as though ... It's hard to say ...**, etc.)

Objectives

- » Create and record sound effects
- » Guess the intended action and how the sound was made
- » Use passive voice and language to show uncertainty in guessing how the sound was made

Materials

- » Sound recording device (e.g., smartphones or tablets)
- » A quiet place to record (as possible)
- » A large and heavy blanket
- » A variety of miscellaneous objects to make sound effects with, such as paper, recyclables, fruit and vegetables, natural objects, pillows, pots and pans, fabric, wrapping paper, gloves, bean bags, or hacky sacks, paper clips, etc.
- » A selection of sound effects videos
- » Pictures of different scenes and landscapes (printed or to be projected)
- » Apps for sound mixing (optional)
- » Video: "FOLEY: How Hollywood Sounds are ACTUALLY Made! Filmora Workshop Series Ep. 1," Wondershare Filmora Video Editor, available at <http://ftd.li/2yo2dz> (optional)

Class Plan

Beginning

Play some sound effects videos and challenge students to guess what they are intended to portray and how they were made. List some ideas on the board and encourage their participation. If possible, show the video "FOLEY: How Hollywood Sounds are ACTUALLY Made!"

Developing

Organize students into groups of four. Explain them that they are going to create their own sound effects using whatever materials are available. If students have not recorded the podcast yet (Student Handbook 4, page 77), you can suggest that these sound effects are added to their productions. You can also give a list of sounds for students to choose from. These can include things like

footsteps (running, walking, on grass, on the sand, etc.), thunder, birds flying, a robot or machine working, animals such as cats or pigs, a vehicle moving, a space ship taking off or landing, and any other topics that might have been discussed in recent classes. Have groups experiment with different objects, thinking about speed, placement (near and far from the microphone), as well as surfaces (for footsteps or other sounds of impact) before giving groups a turn to record in a quiet place. A heavy blanket can be used to help soundproof the space. If students struggle to come up with which sounds to create, you can show them some pictures of different situations and ask them to imagine the sounds in each scene and try to create them.

Tip

The term **foley** is used to refer to artists creating sound effects for movies, post-production. It comes from Jack Foley, who became famous for recording sound effects in Hollywood. Once movies started being produced with sound, movie studios had to catch up with the times and often recorded sound effects on top of previously filmed footage. Jack Foley convinced the director of *Spartacus* that it was not necessary to go back to Italy and shoot a new scene with slaves in chains; he used the existing footage and recorded the sounds with keys and footsteps. His innovative techniques with simple materials inspired countless others.

If sound mixing software is available, ask students to edit their sounds and add it to their podcasts, some film footage, or a picture. If no recording devices are available, they can perform their sound effects live in classroom behind a blanket.

Ending

Have groups take turns playing or performing their sound effects, with no visual clues. The rest of the group will guess what it is, using language of uncertainty where appropriate (e.g., "It's hard to say, but it seems as though a horse is walking"). Next, they will guess how the sound effect was made using passive voice. Give students the following structure to work with:

- » It was [made/created/recorded] with + noun + by + verb -ing

Go Further

- » Philip Rodrigues Singer, "The Story of Jack Foley": <http://ftd.li/ganb6m>.

UNIT 8

CLASS

Lesson 1 | Part 1

Contents

- » Online news article

Objectives

- » Read an online article about the habit of watching TV to check predictions and to identify main ideas

Materials

- » Student Handbook, page 84

Class Plan

Beginning

Write the title of the unit "The Future of Media," on the board. Invite students to form pairs and take turns saying words and ideas they believe will appear in the unit. The winner is the last one to say a word. As they finish, ask them to open their books on unit 8 and continue the game, this time inspired by the images.

Developing

Activity 1

Ask students to find five similarities and five differences as they are describing the pictures.

Activity 2

Elicit some characteristics of **news articles** by writing on the board:

- » Who writes the news articles? (Journalists, teachers, authors, specialists in a give topic are among the professionals who write them.)
- » Who reads them? (Anyone interested in a specific subject can read them.)
- » How formal are they? (They are usually relatively formal.)

Next, address students to the title of the news article and mention that, in the past, watching TV was a shared experience and that people would get together just to

watch a program. Ask them if they think families watch TV the same way they did in the past and elicit some ideas they believe will be in the article.

Activity 3

Encourage students to interact with the article as they are reading it. They may do so by underlining sentences they agree or disagree with and then compare with a classmate. If students ask you why some words are in bold, tell them they will see what they represent in the vocabulary section.

Language Variation

The words **mobile phone**, instead of the American English variant **cell phone**, and the spelling of **programme** and **favour** show this text was written in British English.

Ending

Divide students into two groups, half will be interviewers and half will be interviewees. Give them 5 minutes to make as many interviews as possible. The questions interviewers will have to ask is "Do you think TV is in risk of becoming extinct? Why?"

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 4

- a) No, they watched programs they didn't like, too. Sometimes they didn't even pay attention to the programs.
- b) Because people could share an experience in their family and across communities.
- c) Today, kids don't watch much TV, they prefer watching programs and videos on other devices (laptops, cell phones, etc.).

UNIT 8

Lesson 1 | Part 2

Contents

- » Phrasal verbs
- » Compound words

Objectives

- » Understand and practice some phrasal verbs
- » Compound words

Materials

- » Student Handbook, page 85, 167
- » Audio track

Class Plan

Beginning

Play the classic Simon Says game by telling students what to do using phrasal verbs, such as "Simon says, stand up." If you do not say "Simon Says" before the command, students should stand still. If they perform the action, they are out of the game.

Samples: "sit down," "pick up your pen," "take off your shoe."

Developing

Think Tank

Ask students to answer the questions in pairs. As they do so, walk around the classroom and, if you find it appropriate, encourage them to ask people in their family the two questions and bring the answers in the following class for a group discussion.

Activity 5

Ask students to read the sentences and explain the meaning of the highlighted words in the examples. If necessary, explain that they should look at the two or three words as one expression. Instruct students to get the stickers at the end of the book.

Activity 6

Explain to students that the phrasal verbs in this activity are synonyms for the highlighted words in the text from activity 3. Instruct them to try to identify the tense and grammatical voice of the phrasal verbs as well.

Activity 7

After checking students' answers, ask them to choose one or two of the phrasal verbs from activity 5 and produce two sentences describing something which is true or false about them or their family and friends. Have students read their sentences to a classmate who will decide whether the sentences are true or false.

Activity 8

Ask students to read the sentence out loud once and then listen to the audio to confirm where the stress goes.

Activity 9

Ask students if they can guess where the stress goes in each word. After checking answers in pairs, have students take turns defining them and prompting their classmate to say the word. Instruct them to pay close attention to word stress as they play this definition game. Next, invite them to read the information in the Tip box and ask them what each compound word could be followed by (first-class ticket, hand-made sweater, old-fashioned habits, short-sighted person).

Ending

Write the following phrasal verbs on the board: "break down," "break in," "break through," and "break up." In pairs have students discuss the meaning of each of these phrasal verbs and the similarities between their meanings.

Answers

Activity 5

a) a verb; b) a verb; c) an adverb; d) a verb; e) a preposition; f) a verb; g) an adverb; h) a preposition

Activity 6

Disappearing: fading away; Gathered: got together

Activity 7

a) look forward to; b) figure out; c) log on

Activity 8

background.

Activity 9

airport | art gallery | bedroom
| bookshop | car park | supermarket

They are compound words (words that are made from two smaller words). The stress in these words are in the first part.

GRAMMAR

UNIT 8 • Verb Tenses Review

CLASS

Contents

- » Verb tense review

Objectives

- » Review and expand the grammar content from unit 8
- » Practice using different verb tenses

Materials

- » Student Handbook, pages 232-234

Class Plan

Beginning

Play Chain Story. Tell students a story or invite a student to do so. Walk around the classroom and ask each student to add another fact to the story. Encourage and guide them to use different verb tenses during the story.

Developing

Activity 1

Allow students some time to read the article and ask some comprehension questions. Then have them read it again and complete the chart in pairs. Draw a similar table on the board and ask some students to complete it as you check the answers.

Activity 2

Ask students to read the rubrics and the sentences. Clarify what they need to do if necessary. Allow them some time to complete the activity. Ask some volunteers to read aloud the complete sentences during the correction of their answers.

Activity 3

Have students look at Mark's schedule. They should choose the correct statements. When they are done, have them check answers in pairs. Ask a volunteer to read the correct statements aloud and check the activity with the whole group.

Activity 4

Ask students to complete the conversation individually and check in pairs. Ask a pair to read it aloud and check the activity with the whole group.

Activity 5

Allow students some time to write their paragraphs. While they do so, walk around the classroom to monitor and help them as needed.

Ending

Invite some students to read their paragraphs from activity 5. Answer any questions students might have about verb tenses.

Answers

Activity 1

	Auxiliary / form	Use	Example from the text
Present Simple	Do/Does	Used to talk about the present, to state a fact, or describe a routine.	"We have access to new [...]."
Future Simple	Will or going to	Talk about future actions, predictions, plans, to make promises about the future.	"Older technologies won't suffice [...]."
Present Progressive	be + verb-ing	Describe an action in progress and talk about an arranged future action.	"His main character [...] is working hard [...]."
Past Simple	Did	Used to express action and states in the past	"[...] Pencils and paper were a kind of [...]."

Activity 2

a) II; b) III; c) I; d) III; e) I

Activity 3

a; d; e

Activity 4

a) have, known; b) have known; c) did, meet; d) went; e) have, been; f) haven't

Activity 5

Personal answers.

Robinson Crusoe | Part 1

Contents

- » Robinson Crusoe's story
- » Chapters 1 to 4 of *Robinson Crusoe*

Objectives

- » Rewrite parts of the story
- » Promote teamwork

Materials

- » Graded reader – *Robinson Crusoe*
- » Computer lab or devices with internet access
- » Paper and pencil
- » Song: "The World Belongs to Us (Robinson Crusoe – OST)," Marina Kaye, available at <http://ftd.li/y87wks>

Class Plan

In Advance

Ask students to do the pre-reading activities on page 4 of the book and read chapters 1 to 4.

Beginning

Play the song "The World Belongs To Us (Robinson Crusoe – OST)."

Ask students to imagine that they were on a ship which was wrecked and that they ended up on a desert island. Then ask them to think about what kind of island they would like it to be and draw it. Keep the drawings for wrap-up.

Developing

Ask students to research about what life was like in 1651, the year Crusoe started his adventure. They should compare life at that time and nowadays: "What changed?" Ask them to make a list of the things that exist today, but not at that time.

Divide students into two groups. Each group will be responsible for one part of the activity rewriting one part of the story as if it happened nowadays.

Group 1: page 5

Robinson Crusoe starts his adventure and travels away. What would it be like nowadays?

Group 2: page 9

Robinson Crusoe needs to talk to the Portuguese people. How would he do it nowadays if he did not know Portuguese?

The groups read their stories to the group and get feedback.

Ask students to think about how people used to live without the internet and other modern devices at that time. "Was it easier?", "What changed in peoples' lives with the advance of tech and the internet?"

Ending

Ask students to write down their predictions about what is going to happen next in the story: "Will Crusoe get off the island?", "What will happen to him?"

Have students keep their notes to be used in the next Reader class.

Robinson Crusoe | Part 2

Contents

- Robinson Crusoe's story
- Chapters 5 to 8 of *Robinson Crusoe*

Objectives

- Describe the routine of the main character
- Extract the personal narrative of the main character from the comic book
- Encourage the use of informal written language
- Promote teamwork

Materials

- Graded reader – *Robinson Crusoe*
- Computer lab or devices with internet access
- Students' predictions
- Students' draws from the last class

Class Plan

In Advance

Ask students to read chapters 5 to 8 at home.

Beginning

Ask students to get their predictions done in the last Reader class. Have them work in pairs and answers the questions:

- Were your predictions right?
- What part of the story do you like the most?
- What would you do if you were Robinson Crusoe?

Ask students to do the post reading activities on pages 54 to 61.

Developing

Ask students if they liked the story and if they have any questions. Also ask them how Robinson Crusoe

tried to deal with loneliness (the dog, the goats, Friday). Ask "How do you deal with loneliness?", "What do you do when you are bored?" (Possible answers: watch a movie, go online, play online games, use social media, etc.).

Ask students if they believe that another possibility would be for Robinson Crusoe to have written his thoughts in a diary. Ask "Do you have diaries?", "Do you think that writing a diary is a good way to use your free time? Why or why not?"

Suggest that students turn the reader story into Robinson Crusoe's personal diary.

Explain to students they can use their imagination to divide the events into days, but they should try to stick to the events in the book as much as possible.

Divide students into eight groups, and assign one chapter for each group to turn into a diary. Review the format of a personal diary.

Each entry usually contains:

- the date;
- a first-person narrative of the events;
- the author's feelings, experiences, and personal reflections.

Have students get together to organize the work.

Decide with students whether to establish a specific number of entries or allow each one to decide.

Ending

Have students walk around the classroom and show their island drawings to each other and talk about them. They should explain the details about their islands; say what they would do on the island to survive, and how they would feel when they are there.

The aim of these activities is to raise students' awareness about the possibilities of living on a desert island. Ask students who keep a journal or have a diary to bring them for the next Readers class, the follow up lesson after this one.

Lesson 2 | Part 1

Contents

- » Decline of newspapers

Objectives

- » Listen to a debate about the decline of newspapers for main ideas and specific information

Materials

- » Student Handbook, pages 86-87
- » Audio track

Class Plan

Beginning

Invite students to play Hangman in pairs with words related to media. They may look at the previous units to select the words.

Development

Activity 2

Encourage students to have an extensive discussion on how successfully each picture depicts the theme proposed in the competition: "The Decline of Newspapers." Next, ask them to describe an imaginary picture they would enter the competition with.

Activity 3

Audio Script • Track 31

Judy Woodruff: The past couple of weeks are showing once again just how tough the business of news is right now, with layoffs by digital upstarts and by the country's largest newspaper chain, Gannett. BuzzFeed laid off 15 percent of its staff, while The Huffington Post and Yahoo News cut hundreds of jobs under their new owner, Verizon. Many are more worried that a hedge fund-backed group known for gutting newsrooms might buy Gannett. That would potentially be an even bigger hit to local news coverage nationwide. All of this has led to the growth of so-called "news deserts," places where there is limited access to news outlets. For a look at the fallout from all this, we're joined now by Steve Cavendish. He's editor of The Nashville Banner.

And Penny Abernathy of the University of North Carolina, she's written a major report about the shrinking of local news organizations and how it increases our country's political polarization. Welcome to both of you. Thank you for joining us. Steve Cavendish, I'm going to start with you.

You wrote the other day that what's going on right now for journalists is a bloodbath. Is it really that bad?

Steve: Over the last ... over the last couple of decades, we've seen journalism jobs around the country being cleaved off at a rate like ... like either coal miners or steelworkers or fishermen. Journalism has had revenue problems for years, and we're starting to see, as print is really sort of ... is sort of wiped out, that the conversion over to digital for many of these properties, many of these newspapers just isn't the same. And so, we're seeing with it a lot of jobs lost.

Judy: Penny Abernathy, you agree it's that bad, and, if so, what's driving this?

Penny: Well, I think there are two things we need to look at. One is the total loss of newspapers, because newspapers are often the prime, if not the sole source of news and information, especially in small and mid-sized communities.

But there's also the equally troubling situation that we have with the surviving newspapers, where we've lost more than half of the newspaper newsroom journalists that we had just in 2008. We're calling that the "rise of the ghost newspaper," in which papers are basically shells of their former selves. And, as Steve suggests, it's being driven by a couple of things. One is the rapid decline of advertising, especially print advertising, and the inability of news organizations to make up for that in any kind of digital revenue, be that subscription revenue, be that advertising revenue.

NewsHour, PBS. "How the Decline of Newspapers Creates 'News Deserts' around the Country." YouTube. January 31, 2019. <https://www.youtube.com/watch?v=1KvsAwwXe8M>. Excerpts from 0:00 to 0:45, from 0:54 to 1:18, from 1:23 to 1:38, from 1:43 to 2:20, and from 2:27 to 3:06.

Ending

In small groups, have students draw the front page of a newspaper in their notebook. To do so, students have to come up with the name of the newspaper, headline of the first story, an image for the story, and a short phrase about the news. Give them 5 minutes to do it. After that, have each group present their newspaper front page to the group.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

a) Three (Judy Woodruff, Steve Cavendish, and Penny Abernathy).

b) Judy is the news anchor; Steve Cavendish is the editor of The Nashville Tennessean; Penny Abernathy is probably a researcher.

c) News deserts are places where there's limited access to news outlets.

Activity 4

a; d; e

UNIT 8 • How the Internet Changed Our Lives

Contents

- » How the internet has changed our lives

Objectives

- » Prepare to listen by looking at photos and thinking about the topic
- » Reflect on how the internet has changed our lives
- » Demonstrate comprehension of general and specific information
- » React to the content of the audio and express opinions on the topic

Materials

- » Student Handbook, pages 250-251
- » Audio track

Class Plan

Beginning

Write "social media," "gadgets," "technology," "internet," etc. on the board in anagram form. Invite students to try to unscramble the letters in small groups. As they finish, ask them to guess on the class subject. Give them 3 minutes. Then ask to each group share their guess with the group.

Developing

Explore the pictures by asking students questions, such as "looking at picture 1, what is your first thought?"

Activity 1

Ask students to read the instructions and do the activity in pairs. Allow them time to think about the questions. Encourage them to express their opinions. Monitor the activity and help them when necessary. As they finish, ask the pairs to share their answers.

Activity 2

Ask students to keep their Handbooks closed. Focus students' attention on the audio. Say they do not need to understand every word, but emphasize they should pay attention to the context. Play it once or twice. Then have students open their books to page 251. Ask them to read the instructions and the options. Say you will play the audio twice: a first time to complete the activity and a second one to double-check their answers. Check their answers with the whole group.

Suggest students think about the pronunciation of the new words.

Activity 3

Have students read the instruction. Explain to them you are going to play the audio twice: a first time for them to check true or false and a second time to underline what they think is not accurate according to the audio and replace it by the correct information. Check the answers with the whole group and write them on the board.

Audio Script • Track 8.1

10 funny situations that show how much the internet has changed our lives. Gadgets and technology play a part in our lives.

But it literally is just a part. Don't ever succumb to panic. Real life is definitely still out there, despite the huge effect that the internet has to modern life.

Nevertheless, it's funny to think about the hundreds of little ways it has changed our behavior.

Here are ten of the ones we've noticed. How many do you recognize?

"That's it, you're going home right now!" Anyone who is born before the internet era, remembers this phrase. A few dozen years ago, kids ran home only if their favorite TV show was about to start.

These days, it's almost impossible to make them play outside the house. Well, sometimes they do go outside. But, only if you allow them to take their gadgets with them.

Before the internet era, we used to take a real camera with us on our trips. "That's us on the mountain!",

"That's us feeding a giraffe!", "That's us near a waterfall!" Your friends would say "Wow nice photos!",

"It seems you've had a great time!" These days, well, this is the most popular kind of photo on Instagram. How are your friends supposed to comment to this? "Hi Bob's legs! You look great as usual!" You can literally put someone else's feet on your Instagram. No one will notice the difference.

Staying on the top of the photos, here is an ordinary situation from the good ol' times. "Did you pack the camera, honey?" "Sure! Hope there's enough film."

Moving on to these days. "Did you pack the selfie stick?" "Sure! And I am using it right now!" Smile!

BRUNY 100. "10 Ways the Internet Has Changed Our Lives" from "The Internet" March 27, 2017. Accessed December 2, 2019. <https://www.youtube.com/watch?v=4w5wF7Hh1c0>. Extract from Global 100.

1. The first step is to identify the problem. This involves understanding the current situation and the desired outcome.

...the last question "in your opinion, has the internet changed our lives for better or for worse? Why?" nine students a day, minutes to

organize the discussion and establish rules governing them by expressing their opinion and say if they agree or disagree with their associates' views or feelings.

Army 1

Dezember 1911

2. 11. 1884

1) Discharge of the following 1) the following 2) the following

Activity 3

第 1 章 绪 论

1. 1944

DELLA BIBLIOTECA

Lesson 2 | Part 2

Contents

- » Decline of newspapers
- » Mindmap
- » Debate

Objectives

- » Participate in a debate about the decline of newspapers

Materials

- » Student Handbook, page 87
- » Audio track

Class Plan

Beginning

Play the Who Would Win game. Invite two volunteers to choose a celebrity they like in order to defend them in this game. Assign a sport, such as basketball or bowling, to the two students and give each of them 1 minute to present the reasons their celebrity would win at this sport. After both students speak, the group will vote on the winner. Play it for three rounds with different celebrities, sports, and new volunteers.

Developing

Activity 6

Allow students with the same role to prepare their arguments in groups. Instruct them to think of both arguments to defend their position and counterarguments to dispute the other group's position. Remind them to be respectful, use the expressions in the Tip box and acknowledge different points of view.

Ending

Have students an open debate to discuss the main challenges they had while participating in the debate. Brainstorm ways of improving the issues in order to become better prepared for the next debates.

Answers

Activity 5

Personal answers.

Activity 6

Personal answers.

Activity 7

Personal answers.

UNIT 8 • The Past and Future of Communication

Contents

- » Inventions related to communication

Objectives

- » Review and expand the language content from unit 8
- » Talk about communication and inventions
- » Discuss the development of communication through time
- » Make predictions about communication

Materials

- » Student Handbook, pages 280-281
- » Computer lab or devices with internet access (optional)

Class Plan

Beginning

Ask students what devices and applications they use to communicate. They might say cell phone and social networking apps. Ask them if they have already sent any letters or postcards and encourage them to share their experiences.

Developing

Activity 1 – Preparation

Ask students to look at the timeline and come up with ideas for its title (suggestion: "Evolution of Communication"). Ask students what this timeline shows. Elicit the answer and explain that they are going to talk about it in pairs.

Activity 2 – Interaction

Ask students to read the questions in the activity 2 and answer any doubts. Have them discuss the questions in pairs. Go around the classroom to monitor their interaction and ask them further questions.

Activity 3 – Interaction

In the same pairs, ask students to think about three predictions related to communication. It could be devices or apps that could help people communicate in the future. They should consider the questions provided and take some notes. Explain to them they are going to present their ideas to the group. If possible, students can use their own devices to search for ideas on the web.

Ending

Activity 4 – Interaction

Ask students to present their predictions and invite the group to give their opinions and make comments. Encourage students' participation and ask further questions to develop the topic.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2, 3, and 4 – Interaction

Personal answers.

Lesson 3

Contents

- » Radio
- » Reality TV shows

Objectives

- » Talk about the use of the radio
- » Listen to a news report about the end of FM radio in Norway to check predictions and for specific information
- » Listen to a radio interview for specific information

Materials

- » Student Handbook, pages 88-89
- » Audio track

Class Plan

Beginning

Ask students to take turns naming the different digital and electronic devices and appliances they have at home.

Developing

Activity 2

Invite students to look at the questions from a different point of view and ask them "How do you think your grandparents would answer this question?"

Activity 3

Invite some volunteers to share some of the ideas they have brainstormed and ask the group what they think will replace FM radios in the near future.

Audio Script • Track 32

Woman: Norway has become the first country in the world to shut down its FM radio network. The country will soon complete the switch to a vastly cheaper and more reliable digital radio known as DAB. The change is inevitable and Norway's made history by being a first country to adopt it. But as usual, not everyone is excited about stepping boldly into the future.

Across Norway many of the country's three million radio listeners will be forced to switch off or make a change. That's because by the end of the year all of the FM radio masts will be shut down, starting with this one in the Norland province.

Henrik Byremo: The antenna at the top is for the TV, and that is analog and digital radio.

Woman: Officials argue that Norway's mountains and valleys interfere more with the FM analog signal than digital. That means more transmitters are needed making it around eight times more expensive to maintain.

VICE News. "The End Of FM Radio In Norway (HBO)." YouTube. January 27, 2017. <https://www.youtube.com/watch?v=08YSJadCvil>. Excerpts from 0:00 to 0:24 and from 0:43 to 1:18.

Language Variation

Draw students' attention to the fact that Henrik Byremo and Jon Branaes are from Norway and they use English to communicate in this interview. Some sounds in English are not easily pronounced by Norwegian people, such as the **w** sound, which sounds more like a **lv**. Another difficult sound for most Norwegians is the unstressed schwa sound /ə/ as all vowels tend to be stressed.

Activity 5

Before students listen to the audio, ask them to quickly sum up what the Norwegian case is. When checking their answers, tell them that although it is not mentioned in the audio, the year when the FM radios were shut down was 2017.

Audio Script • Track 33

Woman: On January 11th, at 11:11 a.m., Norway began shutting down its FM radio for good. They're the first country in the world to get rid of FM broadcasting in favor of going digital.

Jon: We had this kind of a skipped heartbeat. We have been working towards this moment for so long.

Woman: That's Jon Branaes.

Jon: I am the head of the largest radio channel in Norway.

Woman: NRK is Norway's public broadcaster and the largest media organization in the country.

Jon: And when it finally happened, we were not really sure if we were to celebrate or just be nostalgic for the old days. Even we who have been working for digital radio for so many years.

Woman: NRK has been running the switchover process for the government. Now, FM radio and Digital Audio Broadcasting known as DAB have existed side by side in Norway since 1995. But officials of the Ministry of Culture decided that the time had finally come to say goodbye to the older transmission. So what was the thinking behind this move?

Jon: This move comes about because we have to recognize that radio can't stand alone as the sole analog medium of the modern world. We already feel the great competition from all the other media platforms, from new kinds of television, from the Internet of course. So we need to make sure that radio is still relevant and still available for people.

Woman: So let's say I'm using digital radio. As a user, what would I experience that way that I wouldn't experience just by listening to regular old FM radio?

Jon: Well, first of all, you'll have a lot more options. As you interview me, I'm sitting in my kitchen at home in a suburb outside of Oslo. And Oslo is the Norway's capital, so we have a lot of FM radio here. I can find perhaps ten stations, three from NRK who I work for, couple of commercial national stations, and local radio. When I can put on my DAB service, I get 67.

CBC News. "The End of FM Radio Canada," January 27, 2017.
<https://www.cbc.ca/radio/spark/343-smart-bridges-the-end-of-fm-andmore-1.3948141/the-end-of-fm-radio-1.3952075>. Excerpt from 0:00 to 2:12.

Activity 6

Invite students to repeat the sentences. After checking their answers, ask them to share with a classmate the expressions they liked best and come up with other contexts to use them.

Think Tank

Encourage students to consider different viewpoints and, as well as justifying their answers, consider who would benefit from their decisions and who might face setbacks because of their decisions.

Ending

Have students write in their notebooks the answer to the following question: "If you had a radio show, what kind of music would you play and who would you interview?" Next, have them share their answers with their classmates.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

- a) F – it's the first in the world to shut down its FM radio network.
- b) T
- c) F – not all Norwegians are excited about it.
- d) F – Mountains and valleys do.

Activity 5

- a) January 11, at 11:11 a.m.
- b) People were not sure if they were supposed to celebrate or just be nostalgic for the old days.
- c) There are more options.

Activity 6

- a) thinking behind; b) for good; c) a skipped heartbeat;
- d) the head; e) in favor of; f) get rid of

Robinson Crusoe | Part 3

Contents

- » Robinson Crusoe's personal diary

Objectives

- » Describe the routine of the main character
- » Extract the personal narrative of the main character from the comic book
- » Encourage the use of informal written language
- » Promote teamwork

Materials

- » Graded reader – Robinson Crusoe
- » Computer lab or devices with internet access
- » Groups' Robinson's diary parts
- » Students' diaries

Class Plan

In Advance

Ask students who have a diary to bring it for the class.

Beginning

Ask students who brought their diaries to form small groups with students who do not have it. Tell them to show their classmates some pages (if they do not mind).

Ask students to say how they started their diaries, what motivated them to keep them, what kinds of things they write in them, and also the benefits of keeping a diary. Write the following questions on the board:

- » What do you think are the benefits of keeping a diary?
- » What sort of things would you write, if you had one?
- » Would you like to have a diary? Why or why not?

Have students discuss the questions, and then open for group discussion.

Developing

Ask the groups from the previous Reader class to get together to continue on their work with Robinson Crusoe's personal diary. Walk around the classroom and monitor what students are doing and help them when needed.

Ending

Have students get their pictures of their islands (the ones they drew in the previous Reader class) and imagine they lived there on their own. Have them write a paragraph as if it were a page of their diary. Reassure them that they will not have to share or show it to anyone if they do not want to.

Explain to students they need to finish their work with the diary for the next Readers class.

Robinson Crusoe | Part 4

Objectives

Students will be able to...

Objectives

Students will be able to...

Materials

Students will be able to...

Class Plan

Students will be able to...

Activities

Students will be able to...

Activities

Students will be able to...

Students will be able to...

Students will be able to...

Activities

Students will be able to...

Lesson 4 | Part 1

Contents

- » The internet
- » Stalking
- » Verb tense review

Objectives

- » Read a news article to gather ideas about the future of the internet
- » Discuss stalking
- » Verb tense review

Materials

- » Student Handbook, pages 90-91

Class Plan

Beginning

Say "People may use the internet to ..." and brainstorm different endings with the whole group.

Developing

Activity 1

Invite students to compare their answers with a classmate and decide who seems to be making better use of the internet and why.

Activity 3

Ask students to compare what they have marked and to add one or more items. If you find it appropriate, teach them the expression "to take something for granted," which means to underestimate the value of people or things because we are too familiar with them, and ask them if they think we take the internet for granted.

SEL: Stalking

*As this may be a touchy topic, you might ask students to think of their answers and only share if they feel comfortable. Next, ask students to form small groups and define the word **stalking**. Invite them to explain how they might relate it to privacy and when stalking might become a serious problem.*

Activity 4

After students have read the article, ask them to answer the following questions:

- » What does Eric Schmidt say about the interaction of people and things in the future? (People will be wearing so many things that it will be really natural to interact with things going on in a room.)
- » What is his main criticism about the use of the internet in North Korea? (It's heavily supervised.)
- » What are the two mentioned things about the importance of the internet? (It gives people a voice and it increases economic opportunity.)

Ending

In pairs students come up with a question they would like to ask Eric Schmidt. Then they ask this question to another pair who will answer the question and vice-versa.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Personal answers.

Activity 5

a) webcast; b) lauded

Lesson 4 | Part 2

Contents

- » News article
- » The future of the internet

Objectives

- » Write a news article about the future of the internet

Materials

- » Student Handbook, page 91

Class Plan**Beginning**

In pairs, have student pretend they have a crystal ball in which they can see the future. Each student will have to "look" at the crystal ball and make predictions about their classmate's professional future.

Example of possible predictions: "I can see that you will be a famous designer who owns a sustainable clothing store."

Developing**Activity 7**

Ask students to read the instructions carefully and allow some time for them to answer any questions they might have about their task.

After students revise their text and make any necessary changes, ask them to write their final draft using a computer. If students are publishing their texts on the classroom or school blog, they can print out their work and distribute the news articles around the school.

Ending

Ask students to form small groups and look back through all eight units, talking about which ones they liked best and why.

Answers**Activity 6**

a) was asked; b) are wearing; c) will be; d) has been looking; e) called; f) was not

Robinson Crusoe | Part 5

Contents

- » Robinson Crusoe's personal diary

Objectives

- » Create an Instagram page with Robinson Crusoe's adventures

Materials

- » Graded reader – *Robinson Crusoe*
- » Computer lab or devices with internet access
- » Robinson's personal diary file
- » Printed diary for the Ending activity

Class Plan

In Advance

Create an account on Instagram for students to post pictures and parts of Robinson Crusoe's diary. If possible, take them to the computer lab.

Beginning

Write on the board "Personal Paper Diary and Social Media." In small groups, have students reflect and discuss the difference between keeping a diary and posting on social networks such as Instagram, Twitter, and Facebook. Ask "What are the advantages and disadvantages?"

Explain to students they will create an Instagram account with Robinson Crusoe's adventures and that it

will be made with pictures and parts of the texts they wrote for the personal diary.

Developing

Explain to students that each of the groups will be responsible for one post. Ask them to follow the steps below:

- » **Step 1:** The group choose one picture or illustration of *Robinson Crusoe* to use as a profile picture.
- » **Step 2:** The group decide what to write on the profile description (they can write something like "My adventures," "My personal online diary," etc.). Help them to be simple and concise.
- » **Step 3:** One group at a time choose one picture for the Instagram post. It needs to be something related to the part of the diary they were working with.
- » **Step 4:** The group review the text (ask them "Is it a good text to use on social media?", "Is it clean and concise?") and then post it.

In all steps, check if students are using the tools with responsibility and use the moment to explain the do's and don'ts on social media.

Tip

To know more about dos and don'ts in social media, access <http://ftd.li/nbfz6p>.

Ending

If you have time, print the diary from the Word/Google doc version and make it into a book to display it in the classroom or school library.

Have all the students sign the book.

UNIT 8 • Screens

Contents

- » Screen time
- » Videos, movies, TV shows

Objectives

- » Review and expand the language content from unit 8
- » Talk about screen time
- » Talk about online and TV shows you like

Materials

- » Student Handbook, pages 282-283
- » Computer lab or devices with internet access (optional)

Class Plan

Beginning

Activity 1 – Preparation

Ask students to look at the mind map and to complete it with words related to **screen** individually. Ask "What comes to your mind when you hear or see the word screen?"

Developing

Activity 2 – Preparation

Ask students to read the extract and think about the questions. Allow them some time to think about them. They can take some notes if they want to.

Activity 3 – Interaction

Ask students to go through the items and answer any questions. Organize them into pairs or trios. In their c, they should choose a media item they like and talk about it. While they talk, walk around the classroom, help them, and monitor as needed.

Ending

Invite some students to talk about what they found out about their classmates. Encourage their participation and ask them further questions.

Extra Activity

Ask students what their favorite movies are. Explain to them they are going to play a guessing game. Play the video "Can You Guess The Disney Movie By The Emojis?" at <http://ftd.lilrzu4di> and play the game with them.

Answers

Activities 1 and 2 – Preparation

Personal answers.

Activity 3 – Interaction

Personal answers.

UNIT 8 • How Did We Communicate in the Past?

Contents

- » The principle of wave energy
- » Electromagnetic waves in communication

Objectives

- » Identify communication technologies that work with electromagnetic waves
- » Define radio wave energy
- » Build a wave machine to illustrate the concept of wave energy

Materials

- » Student Handbook, pages 203-205
- » Duct tape
- » Bamboo skewers (several to build the experiment in activity 7)
- » Candy or playdough (a large amount to do the experiment in activity 7)
- » Video: "Wave Machine Demonstration," National STEM Centre, available at <http://ftd.li/ppojeq>

Class Plan

Beginning

Ask students to mention the most useful and effective devices for communication, from the past and present. List their ideas on the board and have them reflect on how these devices have changed. Talk to students about what they envision for the future of communication.

Developing

Activity 1

Ask students to look at the pictures. Ask them what they think has changed in these different kinds of technologies. Organize them into pairs and have them talk about what each one enables them to do that others do not, for example. Ask them to consider the advantages and disadvantages of each device.

Activity 2

Read the question and explain to students that it is related to physics, and not to the similarities in physical

features of these technologies. You can tell them that it has to do with how these devices work and send information. If students have completed the class about electromagnetic radiation (CLIL – Is It Hazardous or Not?), tell them it has to do with that topic. If they did not know the answer even after some clues, play a quick Hangman game with the group. Write "electromagnetic" on the board and have them guess the word **waves**.

Activity 3

Explain to students they are going to read an excerpt about the radio. Ask them to read the rubrics and answer the question individually. Then have them check their answers in pairs before the correction with the whole group. If students have completed the class about electromagnetic radiation (CLIL – Is It Hazardous or Not?), make a connection with that topic. Ask students if they remember the kinds of electromagnetic fields and elicit radio as one of them.

Activity 4

Tell students that in the previous activity they learned a little about the radio. Now, they are going to focus on how the radio waves are used to send energy and help us communicate. Explain that first they can scan the text to have a general idea. Then they read the words from the box. Finally, they should read the excerpt carefully to identify the missing words. Allow students time to work individually and have them compare answers with a classmate before the correction. Write the answers on the board. Ask a volunteer to read out the explanation. Answer any vocabulary questions students might have. Tell them that a more detailed and visual explanation is provided in the following activities.

Activity 5

Explain to students that they will be able to understand better the concept of **radio waves** in a more visual and didactic way. Ask them to look at the illustration and find the legend that corresponds to each number. Check the answers with the whole group.

Activity 6

Allow students some time to reread the previous texts quickly and list more technical words, i.e., those they

do not usually use in everyday communication. Talk to them about the importance of knowing such specific vocabulary when they learn about a particular subject. You can teach them the word **jargon**. Explain that, when they learn a specific subject in English, like science, they need to have specific language resources to better understand the concepts.

Activity 7

Explain to students that they have the opportunity to experiment how the wave energy works. You can organize students into large groups to build a "wave machine" each, or the group can build just one together. Have students look at the images attentively, read the written instructions, and start building their wave machine. Give the necessary materials to students and decide who will be responsible for each part of the whole task. Engage them in assigning and taking up these roles. Set some time for the activity and monitor students closely, offering support and answering questions.

Activity 8

Explain to students they are going to watch the video to better understand the experiment and to check if their wave machine works. Play the video once without sound for the students to copy the movement made to look at the wave machine. Ask them to check if their machine(s) needs any repairs to produce the same or similar result. Experiment with the machine and collect students' conclusions and observations about how this machine helps explain the concept of wave energy. Play the video again with sound so that they can compare their observations with the ones provided in the video.

Video Script

[...]

I think it's best to start with a single pulse, which you can generate like this ... Now, you can see that there is a disturbance which travels gracefully from this end of the machine to the other, and the key thing to emphasize is that you can see the jelly babies moving up and down but they are clearly not moving through the machine, it's the disturbance that goes from this end to the other. So how does that work? Well, when I lift this jelly baby it causes this bit of the tape to twist, which twists the next bit and so on along the whole length of the tape, so it's a twist that is moving through the tape.

What the jelly babies do is add mass to this system and slow the whole thing down making it easier to see. So, in effect, what I'm doing is putting energy into this end of the machine and seeing it's transferred several meters along the machine by the disturbance.
[...]

National STEM Centre. "Wave Machine Demonstration." Youtube. November 18, 2014. Accessed August 10, 2020. https://www.youtube.com/watch?v=VE520z_ugcU&feature=youtu.be. Excerpt from 1:24 to 2:17.

Extra Activity

Another simple experiment that can be carried out with students is the one demonstrated in the following video. This experiment requires a battery, a coin, and an AM radio.

› Concerning Reality, "How Do Radios Work?": <http://ftd.li/tjucub>.

Ending

Ask students about their impressions of the experiment and the effectiveness of doing practical activities like this to understand more complex concepts. Encourage students' participation in the discussion.

Answers

Activity 1

Personal answers.

Activity 2

They all work with electromagnetic waves.

Activity 3

The radio is a form of wireless technology for communication.

Activity 4

a) gadget; b) waves; c) transmitting; d) wireless; e) sends; f) air; g) receiver

Activity 5

a) 2; b) 3; c) 1

Activity 6

Suggested answer: electrons, transmitter, waves, wireless, receiver, signal, wired connection

Activity 8

Personal answers.

UNIT 8 • Upcycling

Contents

- » Upcycling
- » Old and new forms of media

Objectives

- » Define media
- » Repurpose an old object
- » Create a new or alternative piece of media

Materials

- » Any old devices or forms of media that can be repurposed (ask students in advance to bring it, but be sure to provide some extras):
 - » Old CDs and DVDs and their cases
 - » Old cassette and VHS tapes
 - » Newspapers and magazines
 - » Advertisements and product packaging
 - » Parts of electronics that are no longer useful (computer keyboard, alarm clock, old cell phone, etc.)
- » Strong scissors
- » Hot glue gun or super glue for plastics
- » Liquid glue, water, paintbrushes, cups for mixing (if working with collage from printed media)
- » Tools, such as screwdrivers and pliers (if working with electronic parts)
- » Art supplies, such as:
 - » Paper
 - » Markers
 - » Stickers
 - » Decorative tape
 - » String or yarn
 - » Cardboard or sturdy paper
- » Computer lab or devices with internet access
- » Hairdryer and butter knife (optional, for separating parts of DVDs to use in a mosaic)
- » Old vinyl tablecloth or old scraps of fabric (optional)
- » Dry erase markers (optional)

Class Plan

Beginning

Ask students "What is media?" Organize them into small groups or pairs to discuss and define the word **media**. Allow students a few minutes for the discussion and ask volunteers to share their thoughts with the group. Compare definitions and come to an agreement on one complete definition (e.g. "a way of communicating an idea to multiple people"). Next, set a time limit (between 1 to 3 minutes) and challenge pairs or small groups to list as many forms of media as possible. Compare as a group and see how many kinds of media students can name. Ask them "Can rocks that are arranged by humans be considered media?" Point out some forms of media that might be less obvious, such as cave paintings, graffiti, T-shirts, games, song and dance, sand art, tattoos, etc.

Developing

Show students some images of upcycling from the internet based on the old items available. For example, if there are a lot of CDs, search for "upcycled CDs." Ask students to define the term **upcycling** (taking something old and repurposing it into something new).

Challenge students to upcycle any of the items brought in (they can trade and mix and match), to make a new piece of media – something that communicates an idea to the people who interact with it. Give students the freedom to make their own choices, working alone or in pairs. They might choose to make a piece of art, a poster, a whiteboard, a way of sending a message to a friend, a picture frame, a box with a message inside, or any alternative means of communication they can think of.

Some ideas include:

- » Put art or pictures inside the transparent display cover of a DVD case.
- » Put white paper inside a DVD case and use it or old CDs as a whiteboard.
- » Glue rectangular objects (CD or DVD cases, VHS, or cassette tapes) together to make a box, a grid, or another shape.

UNIT 8 • Stalking

Contents

- » Socio-emotional learning
- » Responsible decision-making

Objectives

- » Discuss ethical responsibility
- » Identify social-emotional competencies
- » Develop responsible decision-making skills

Materials

- » Student Handbook, pages 295-296
- » "Stalking" video
- » Video "Social and Emotional Learning (SEL) Competencies, CASEL, available at <http://ftd.li/odny3u>
- » Slips of paper

Class Plan

Beginning

Ask students to name people who were very famous in the past. It could be an artist, a scientist, a sports person, etc. Have them organize into small groups and choose one of the famous people mentioned. Ask them to suppose this person came straight from the past to nowadays, and discuss "What would you ask them?", "What would probably surprise them about the present time?", "What would you tell them about computers and cell phones?"

Allow students enough time to answer the questions. As they do so, walk around the classroom and ask them their opinions about the last question. When students have had enough time to discuss, invite some volunteers to share part of their discussion.

Developing

Before watching the video

Activity 1

Organize students into pairs. Ask them to look at the picture and think of things the person in the picture could be doing online. Have them check the options and add other ideas. Write some of the students' ideas on the board.

Activity 2

Explain to students you are going to show them the beginning of the video by Amber and Nicholas, and

that the theme is something that may be done online but invades other people's privacy. Elicit **stalking** and ask them to discuss in pairs what they expect to watch in this video.

While watching the video

Video – Part 1 (0:00-0:13)

Activity 3

Play part 1 of the video once and have students check their predictions. Ask them if the famous person they chose at the beginning of the class would know what **stalking** is and in what ways stalking would be different in their time.

Extra Activity

Elicit some information about the videos Amber and Nicholas present: they are informative; they usually lead the viewers to reflect about something present in our lives; there may be humor; they usually give tips, etc. Play part 1 again and ask students to imagine what part 2 will be like and act it out in pairs. As they finish, invite them to present their scene to another pair and talk about similarities and differences.

Video – Part 2 (0:13-3:11)

Activity 4

Write "stalking" on the board and invite students to say words or phrases they think are related to it. Play part 2 of the video once and ask them to complete their mind maps with key ideas mentioned in this episode. Have students compare in pairs and add more ideas to the board.

Activity 5

Ask students to read the Amber and Nicholas' ideas and check the ones they remember. Play part 2 again if necessary.

Activity 6

Explain to students that Amber and Nicholas give some tips on how to deal with these situations. Play part 2 again and have students take some notes. Open a discussion with the whole group and write some key ideas on the board.

Activity 7

Have students answer the questions individually. Then they share their answers with a classmate. Invite volunteers to tell the whole group what they have written down.

Activity 8

Elicit the question Nicholas asks at the end of the video ("What do you think about stalking?") and give them some time to answer.

Ending

Write "social and emotional learning" on the board and elicit what the five main competencies are (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). You can show students the wheel on the PDF document "Social and Emotional Learning (SEL) Competencies."

Ask students to identify pieces of information in this class and previous SEL classes that are examples of the development of each of these competencies. The following questions may help you to carry out the discussion.

- › To what extent do you feel you can better understand and regulate your emotions and behaviors?
- › Which video classes you have had this year or in previous years that you remember well?
- › What social-emotional competencies were involved in those classes?
- › What competencies do you think you should work harder on?
- › Which movie suggested by your classmates would you like to see? Why?

Extra Activity

Elicit five main competencies of social and emotional learning and write them on the board. You can project page 2 of the document "Social and Emotional Learning (SEL) Competencies."

Prepare four sets of sentences from the video on separate slips of paper in advance. Form groups of four students and give out the set of sentences from the script on strips of paper. You may use these sentences or others you find interesting to discuss:

- › Actual stalking is based on an unhealthy obsession and can even be considered a crime.

- › Stalking is when you follow a person around, whether online or in real life, trying to get to know every information you can about that person.
- › It has become much easier for a person with bad intentions to stalk someone and harm them.
- › We should always be very careful about what we put online.
- › We should respect other people's privacy online.
- › If you like someone, you should respect their right to privacy.
- › Stalking someone you have a relationship with shows the person you do not trust him or her, and it can create a lot of problems.
- › When you feel like stalking someone online, you should say "No" to yourself.

Ask students to shuffle the sentences and put them face down on their desks. Instruct them to take turns uncovering a sentence and telling the group how they relate it to those main competencies. After students have had enough time to explore the competencies in the statements, invite some volunteers to share their opinions.

If students have completed the SEL class "Extra! Extra!" (in which they discuss fake news), invite them to do this activity once more by saying aspects involved in identifying or sharing fake news they can relate to the competencies. If they find it difficult, say the situations below in random order and ask them to say which competence they relate it to.

- › **Self-awareness:** realizing you sometimes share something without thinking twice.
- › **Self-management:** developing self-discipline to control the impulse and check whether the news is fake.
- › **Social-awareness:** recognizing that when you spread a piece of fake news, you are contributing to a state of misinformation.
- › **Relationship skills:** pointing out to someone that has shared fake news that they may have done this inadvertently, but there is still time to correct themselves.
- › **Responsible decision-making:** understanding that by deciding to always check whether the news is fake you are exercising ethical responsibility.

Ask students what other issues, be those online or not, they would like to discuss the same way, by identifying the social and emotional competencies necessary to handle them well. Write the issues they mention on the board and form small groups, who should decide which one they will work on. Ideally, the groups should choose different issues. Allow them enough time to do this task and invite them to present their ideas to the group.

Finally, ask students to form pairs or trios and, together, choose a movie or series to recommend to the group. Say that this movie or series must follow one condition: be mind-opening and lead viewers to reflection. Give them an example. Ask them if they have seen or read *Wonder* (in Portuguese, *Extraordinário*), and how it could contribute to someone's socio-emotional development (it talks about bullying, empathy, learning to respect and appreciate diversity, resisting social pressure, etc.). Allow them some time to choose a movie, and then share with the whole group, explaining why they are recommending it. Students can choose one and, if they have access to the internet in class, you can show them its trailer.

Answers

Activity 1

Personal answers. All the options are possible.

Activity 2

Personal answers. Suggested answers: students may say they expect to see tips do handle stalking, for example.

Activity 3

The video is about stalking. It illustrates a situation, gives examples, and also tips to handle similar situations.

Activity 4

Some key words include: Stalking (center), serious, follow, crushes, social media, real, dangerous, harmful, unhealthy obsession, crime.

Activity 5

b; d; e

Activity 6

We should be very careful about what we put online and avoid giving specific personal information. We should also respect other people's privacy online.

Activities 7 and 8

Personal answers.

Mystery Investigation

Contents

- » Passive voice

Objectives

- » Practice the use of the passive voice
- » Develop problem-solving skills and teamwork

Materials

- » Index cards (some per student, optional)
- » Sheets of paper (one per group of four or five students)
- » Several things that can be used as clues for the mystery, such as a crumbled piece of paper, footprints, bread crumbs, desks turned over, etc.
- » A stopwatch

Class Plan

In Advance

Choose an area in the classroom to place the clues for the mystery. Do not make all of the clues obvious. The less obvious the clue, the more interesting the game becomes. Think of a silly, unrealistic mystery that could have happened in your classroom (e.g., tests are missing from your desk, an old vintage object appeared from nowhere, etc.). Since this game consists of asking students to solve a mystery, you must have an idea in your mind of what happened and should set up the scene accordingly before the class starts.

Beginning

Once you have the scene and all the clues set up, explain to students they will have to solve the mystery.

Have students look at the clues and invite them to organize themselves into groups of five. Explain they will be investigators. Suggest that they name their groups like "The Holmes," "The Mystery Solvers," "Mystery Incorporated," etc.

Developing

Give each group some index cards if available (alternatively, they can use their notebooks). They need to take notes about the clues as they examine the area. Allow each group to investigate the scene and the clues, and take some notes. You can use a stopwatch.

Once students are done, they get together in their groups and talk about the clues. They should try to formulate a hypothesis about the mystery. While they talk, walk around the classroom, and encourage them to use the passive voice (e.g., "A crumbled piece of paper was left on the desk," "Footprints were left on the floor," "Some desks were turned over"). Set up a time limit for their discussion.

Give each group a sheet of paper and ask them to write down their hypothesis and justify using the clues. Provide an example, if necessary, using another situation. Encourage them to use the passive voice. Instruct students that besides being coherent, the hypothesis and justifications should be written correctly in order to win the game. They should hand in the piece of paper with their hypothesis to you.

Ending

Read the groups' hypothesis and justifications using the clues to the group. Students should discuss the theories and vote in the most likely to have happened. Along with students decide which group wins the game.

From the Stone to the Internet | Part 1

Contents

- » The history of communication

Objectives

- » Brainstorm ideas about communication
- » Learn vocabulary related to communication

Materials

- » StandFor Project – *From the Stone to the Internet* portfolio

Class Plan

Beginning

Address students to the infographic and ask them to guess what it is going to talk about based on the title.

Write "communication" on the board and ask them to write down everything they know about it.

Developing

Write "cars" on the board and ask students to write down everything that comes to mind when they think about cars. Allow students some time to do that and ask them to report back to the whole group.

Address students back to the infographic and ask them again what the topic of the infographic is. Write "communication" on the board and get students in small groups. Allow groups some time to write down everything they can think of related to communication.

Ask students to complete activities 1 to 3 from the **#exploringthetopic** section.

Activity 4

Have students answer activity 4, finding the words in the puzzle. Check their answers as a group.

Ending

Ask students to complete the boxes I know about this topic and I want to know in the KWL chart.

From the Stone to the Internet | Part 2

Contents

- The history of communication

Objectives

- Learn more about written communication
- Read an infographic

Materials

- Standfor Project – From the Stone to the Internet portfolio

Class Plan

Beginning

Ask students to remember what they learned last class, listing the means of communication they found in the word search puzzle.

Developing

Address students to the infographic and allow them some time to read it. As they read the infographic, walk around the classroom to help them if they need.

After students have read the infographic, divide them into five groups to discuss what they have read.

Activity 1

Ask students to open their projects on the **#postreading** section. Divide them into groups and take each group responsible for answering one item. Allow students some time to think of the problems each method would have. Have students imagine themselves in the time each method was used and what problems they might have. Also have them read the infographic to learn more about each means of communication. Have groups report the problems they might have with each means of communication to the whole group.

Activity 2

Get students back in groups so they can think about solutions for each problem and ask them to answer the activity.

Ending

Ask students to report the solution they thought of to the whole group. Have them discuss the solutions presented.

From the Stone to the Internet | Part 3

Contents

- » The history of communication

Objectives

- » Read about written communication
- » Read an infographic
- » Research about communication

Materials

- » StandFor Project – *From the Stone to the Internet* portfolio
- » A picture of Chacrinha
- » Computer lab or devices with internet access

Class Plan

Beginning

Address students to the infographic again. Work with what students read, asking them to explain it to you after they read it.

Developing

Allow students some time to do the activity on the **#postreading** section, then correct the activity as a group.

Give students 1 minute to write down as many means of communication as they can remember. The winner is the student who remembers the most means of communication.

Ask students to open their projects on the **#researchtime** section. Show students a picture of Chacrinha and ask them who he is. Address them to the box explaining who Chacrinha is. Ask students what they can tell about him by looking at the way he dressed.

Address students to Chacrinha's quotation and ask them to discuss it in pairs. Also ask them to think about what **Chacrinha** meant and to say if they agree or disagree. Get students in groups of four and have them use smartphones to research communication. Ask groups to answer the questions in the **#researchtime** section.

As students research communication, walk around the classroom and help them as they might need help to know what to look for to answer the questions.

Ask groups to share what they found with the group and encourage them to compare their answers.

Ending

Ask groups to share what they found with their classmates and encourage them to compare their answers.

STANDFOR PROJECT

CLASS

From the Stone to the Internet | Part 4

Contents

- Miscommunication

Objectives

- Plan a video

Materials

- StandFor Project – From the Stone to the Internet portfolio

Class Plan

Beginning

Ask students if they remember from what they read about communication.

Developing

Ask students to open their projects on the #it'syourturn section. Ask them if they

remember any embarrassing situations caused by miscommunication they have been through. Explain to them they are going to make a video about one situation when miscommunication occurred. Get students in groups of four to plan their videos.

Explain to students they need to decide who will direct, who will shoot, and who will act in the video. Together, they need to write a script for their video.

Walk around the classroom monitoring students' work while they write their scripts. Help them when they need.

Ending

Ask students to complete the project schedule, deciding who, what, and when they are doing all the project stages. Ask them to finish the production of the video at home. The video will be presented in the next StandFor Project class.

From the Stone to the Internet | Part 5

Contents

- » Miscommunication

Objectives

- » Present a video about miscommunication

Materials

- » StandFor Project – *From the Stone to the Internet* portfolio
- » Computer lab or devices with internet access

Class Plan

In Advance

Ask students to bring their video productions to be presented in this class. If possible, use the computer lab to present the videos.

Beginning

Explain to students they are going to watch videos they made about miscommunication. Elicit when miscommunication can happen.

Developing

Ask groups to present their videos to whole group. After students have watched all the videos, get them in groups to discuss what they have seen in each video. Ask students to discuss what happened and how miscommunication took place. Also ask students to think about how miscommunication could have been avoided in each situation.

Play the videos again and after each one, encourage the whole class to report what they have discussed about it in their groups.

Ending

Encourage students to create categories to vote for: the funniest, most embarrassing etc. Remind them of the importance of expressing themselves respectfully.

REVIEW

CLASS

Units 7-8

Contents

- » Online news channel
- » Passive voice
- » Second conditional
- » News headline
- » Phrasal verbs
- » Compound words

Objectives

- » Revise content from units 7-8
- » Create online news channel
- » Revise passive voice and second conditional
- » Create a news headline
- » Revise phrasal verbs and compound words

Materials

- » Student Handbook, pages 98-99

Class Plan

Beginning

Before the class, write "News" or "News Channel" on the board. As students come into the classroom, invite them to say a word which they think is associated to the previous one.

Developing

Unit 7

Activity 1

Go over the instruction and make sure everyone understands what to do. Give students an example, telling about what your online news channel would be like. Have them work individually. Then invite a few volunteers to share their ideas with the group.

Activities 2 and 3

Have students read the instructions. Highlight the use of passive voice giving examples before they start the activity 3. Allow them a few minutes to do the activities. Monitor the activities and help them when necessary.

Activity 4

Go over the instructions and make sure everyone understands what to do. Highlight the second conditional structure: **if + past simple + would + infinitive**. Ask them when we use it (hypothetical, unlikely or impossible situation in the present or future). If necessary, give some examples, like:

- » If I won the lottery, I would buy a new house.
- » If I were you, I would buy a new house. (advice)

Invite a few volunteers to share their timetables with the group.

Unit 8

Activity 1

Address students to the activity and have them working individually. Arrange students into pairs to compare answers to each other. Give them extra time to do it. Check their answers with the whole group.

Activity 2

Demonstrate the activity using item a as an example. Have students working in pairs. Give students 6 minutes to do the activity and check their answers with the whole group.

Activity 3

Go over the instructions and make sure everyone understands what to do. As they finish, ask them to present their headlines to the class. Monitor the activity and help when necessary.

Ending

Set up a class discussion about the online News channel (unit 7) and the News headline (unit 8). Ask them to tell which experience they think was more interesting to do and why.

Answers

UNIT 7

Activities 1 to 4

Personal answers.

UNIT 8

Activity 1

c; a; b; e; d

Activity 2

a) **credit** card; b) **identity** card; c) **keyboard**; d) **lifeguard**; e) **lifetime**; f) **skateboard**

Activity 3

Personal answers.

ASSESSMENT

CLASS

Units 7-8

Contents

- » Content from units 7-8

Objectives

- » Assess what students have learned in units 7-8

Materials

- » Test available at Iónica
- » Extra activities (optional)
- » Readers (optional)

Class Plan

In Advance

- » A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.
- » Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.
- » Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.
- » Check if you will need sound equipment and make the necessary arrangements.
- » Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English proficiency

level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

- » For formative assessment ideas, visit <https://ftd.li/ut8gpg> and <https://ftd.li/nbbfso>.
- » Read about the difference of summative and formative assessments at <https://ftd.li/pogkj6> and <https://ftd.li/rvaei5>.

Classroom Management

- » Answer questions students may have about the instructions.
- » If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- » Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.
- » During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.
- » If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while all students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

Ending

Dismiss students after they have completed all the test sections.

Tip

After scoring the tests, give feedback to students about the parts they did well and the parts they need to improve as a whole group and individually. For such, you may use the mental and written notes you have taken during the test and write a report card for each student with some personal notes on their performance.

EXAM PRACTICE

Unit 7

Contents

- » Content from unit 7

Objectives

- » Assess what students have learned in unit 7
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at Iônica
- » Audio track available at Iônica

Class Plan

In Advance

A few days before:

- » download the exam from Iônica and have copies made;
- » read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening, and Speaking.** Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

CLASS

EXAM PRACTICE

Unit 8

Contents

- » Content from unit 8

Objectives

- » Assess what students have learned in unit 8
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at Iônica
- » Audio track available at Iônica

Class Plan

In Advance

A few days before:

- » download the exam from Iônica and have copies made;
- » read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

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Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

Verb Tenses in a Song

Contents

- » Verb tenses review

Objectives

- » Predict verb tenses in a song
- » Develop listening skills for detailed comprehension

Materials

- » A song with various tenses in its lyrics (suggested song: "For the First Time in Forever," by Disney's *Frozen*; "I Still Haven't Found What I'm Looking For," by U2)
- » Lyrics of the song chosen (one copy per pair of students or projected)
- » Poster paper (five, one per group)
- » Markers (colored, if possible)
- » Grammar reference books (optional)
- » Computer lab or devices with internet access

Class Plan

Beginning

Write five verses from the song with mistakes on the board. Each verse should include a different verb tense students have studied. Give them some time to correct each sentence. Check with the whole group and review the verb tenses briefly. Ask students if they can identify the song.

Developing

Explain to students they are going to listen to the song from which the sentences were extracted. Explain that while they listen to it, they have to write down all the verbs (in different tenses) they hear.

Play the song once, and have them take notes of the verbs. Ask students to compare their lists of verbs in pairs and add verbs, if necessary.

Play the song a second time and ask students to complement their lists, if possible, and compare them with another classmate's.

Hand out the lyrics to each pair or project it. Allow students some time to read it and compare it with their lists. Play the song once more so that they can listen and read.

Divide students into groups according to the verb tenses found in the song. For example:

- » simple present group
- » simple past group
- » present progressive group
- » future group (**will** or **going to**)
- » present perfect group

Allow some time for groups to review and study their verb lists. They can refer to their textbook, other grammar books, if available, or they can access the internet using their own devices (if possible).

Explain that each group will make a poster summarizing the use of their verb tense. Tell them that they should include all the verses that refer to their verb tense as well.

Distribute the poster paper and markers to each group and allow them some time to create their posters.

Ending

Invite each group to show their posters and give a brief explanation of their verb tense using the verses from the song as examples.

Encourage students to add other examples from song lyrics they know.

Plant Vascular System | Part 1



Contents

- » Plant vascular system
- » Phloem

Objectives

- » Identify phloem bundles
- » Outline the function of the phloem
- » Develop critical thinking

Materials

- » Student Handbook, pages 207-209
- » "Plant Vascular System 1: Phloem" video
- » Bilingual dictionaries (optional, one per pair of students)

Class Plan

Beginning

Ask students "Do you usually eat those strings we find in bananas?", "Do you know that they are actually good for you?" Write these questions on the board, if necessary. Listen to their ideas and if students do not remember what these "strings" are, address them to the picture in activity 1.

Developing

Activity 1

Ask students to look at the picture and read the extract of an article from a health magazine. Have them answer the questions individually and then compare their answers in pairs. Elicit the answers from students and have a class discussion. Encourage them to provide some ideas of what the function of the phloem is. Write students' answers on the board and draw their attention to the spelling of the word **phloem**.

Activity 2

Ask students they are going to watch a video about this part of a plant. Play the video once and have students check their answer to item d in activity 1. Conduct a class discussion and elicit what the **phloem** and its functions are.

Activity 3

Have students read the sentence and the alternatives; answer any questions. Ask them to try to complete it based on what they remember from the video. Play the initial part of the video again (up to 0:20) so that students can check their answers.

Activity 4

Read the statements with students and answer any questions they might have. Play the video through and ask students to write **T** or **F**. Have them double-check their answers with a classmate and elicit the answers. Write them on the board.

Activity 5

Ask students to work in pairs for this activity. Have them look at the micrograph of a sunflower stem vascular tissue, read the caption, and circle the phloem. Help them if necessary but allow them time to read and find the elements described in the caption. They can use a dictionary, if available. When they are done, ask students to explain what they circled. This is an opportunity to work with their ability to describe pictures.

Extra Activity

If time allows, you can explore the detailed comprehension of the caption. Ask students the following questions:

- 1 What is the scientific name for sunflowers? (Helianthus annuus.)
- 2 What is under the epidermis? Identify it in the picture. (Collenchyma in dark blue.)
- 3 What is parenchyma tissue made of? (Cortex and pith.)

If possible, take students to the lab to see plant cells and phloem under a microscope.

Ending

Activity 6

Ask students to discuss this question in small groups or as a whole group. Walk around to monitor their use of language. Have a class discussion to get their conclusions and write a final answer on the board to end the class. During the discussion, encourage them to use agreeing and disagreeing expressions they have learned in unit 2.

Answers

Activity 1

- a) The strings.
- b) Phloem bundles.
- c) They are very nutritious. They contain potassium, fiber, vitamin A, and vitamin B6.
- d) Personal answers. (Students will check this answer in activity 2.)

Activity 2

The function of phloem bundles is to transport nutrients to the plant.

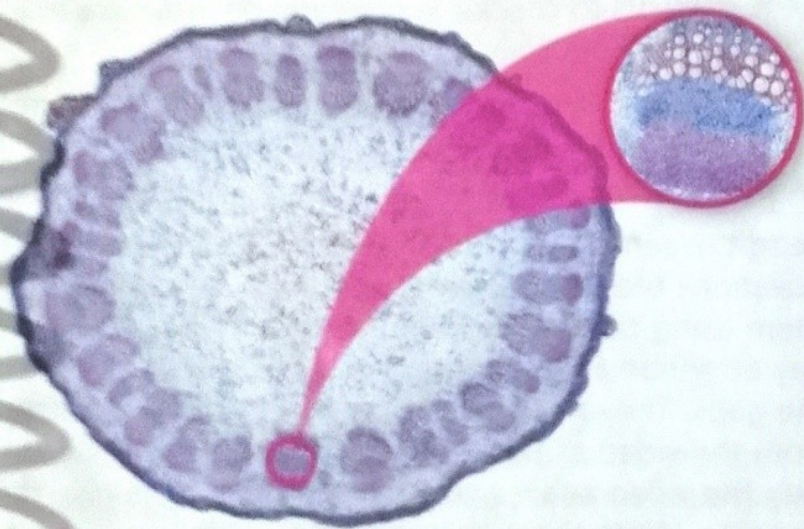
Activity 3

B

Activity 4

a) T; b) F; c) T; d) F; e) T

Activity 5



Activity 6

This is a critical thinking activity. In the video and in activity 5, students could see where the phloem is located. In activities 3 and 4 they learned its function. Therefore, students should conclude that since the phloem is in the outermost, inner layer of a tree, carving on it may harm the phloem bundle. If this structure is harmed, the tree can suffer from infections and die because nutrients cannot be transported from leaves to the remaining parts of the plant.

Plant Vascular System | Part 2



Contents

- » Plant vascular system
- » Xylem

Objectives

- » Identify xylem vessels
- » Outline the function of the xylem

Materials

- » Student Handbook, pages 210-212
- » "Plant Vascular System 2 – Xylem" video
- » Bilingual dictionaries (optional, one per pair of students)
- » Computer lab or devices with internet access (optional)

Class Plan

Beginning

Write "How do you think plants pump water up from their roots to their leaves?" on the board. First, have students discuss their answers in small groups. Then allow them to share their answers to the whole group. You may want to draw a mind map on the board with their ideas.

Tip

Use the following video as a source of vocabulary or to expand the topic.

- » Veritasium, "How Trees Bend the Laws of Physics": <http://ftd.li/libv8we>.

Developing

Activity 1

Keep students in small groups and ask them to explain the experiment. Elicit students' ideas and write them on the board. Do not correct them at this moment; they would have the chance to reflect and discuss it further in activity 3.

Activity 2

Before playing the video, have students read the sentence and answer any questions. Play the video once

and ask them to choose the best alternative. Students can check their answers in pairs before you correct it with the whole group.

Activity 3

Ask students to read the extract and answer the question individually. Then they compare their answers in pairs. Explain the term **cellulose** and practice the its pronunciation if necessary. Practice the pronunciation of **xylem** as well. Play the video so that students can watch it again before activity 4.

Tip

Ask students to check the meaning of **cellulose** in a dictionary, if possible.

Activity 4

Read the sentences with students and answer any questions they might have. Ask them to complete them using the words from the box. They should pay attention to the context and the words around the gaps. They need to rely on what they remember from the video at this moment. When they are done, play the video again and have them check their answers. Write them on the board.

Activity 5

Have students work in pairs for this activity. Explain to them they have to look at the micrograph and circle the xylem. Afterwards, ask students to describe what they circled. This is an opportunity to work with their ability to describe pictures.

Extra Activity

If time allows, explore the detailed comprehension of the caption. Ask students the following questions:

- 1 What is at the end of xylem? (Patches of fiber.)
- 2 Where is the cambium? (Between the phloem and xylem, in light blue.)
- 3 How many times was the image enlarged? (Seven.)

If possible, take students to the lab to analyze plant cells and xylem under a microscope.

Activity 6

Organize students into small groups. Have them look at the memes and discuss them. Walk around the classroom to monitor their use of language. Have a class discussion to get their conclusions.

Activity 7

Students can research the topic using their devices, or you can take them to the computer lab. Alternatively, you can assign this activity as homework, and students can present their slideshow in the following class. If necessary, guide students on how they should create their presentations, which elements it should have, how they should create each slide (title, not too much text), etc.

Answers

Activity 1

Personal answers. Suggested answer: Colored water of two different colors is mixed using a piece of paper towel that goes into the glasses, allowing both colors to mix into another glass placed between them.

Activity 2

a

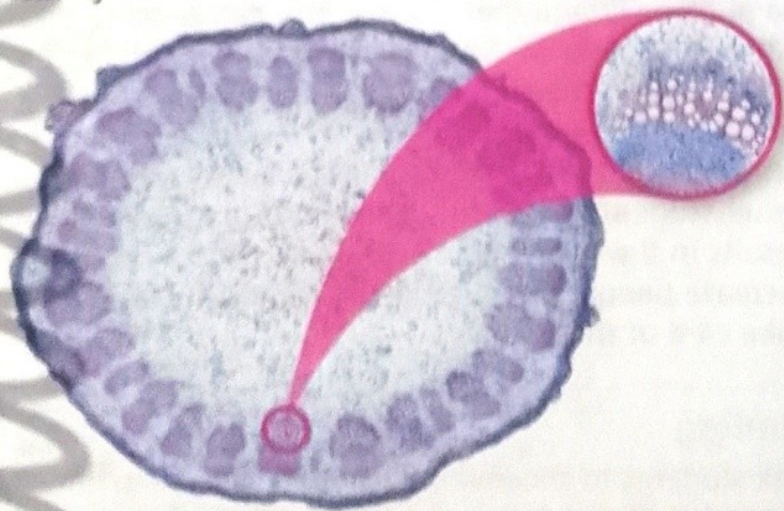
Activity 3

In both situations occur the capillary action. The experiment relates to the topic since it's possible due to the paper being made out of cellulose, the fiber found in plants. Water moves through cellulose, mixing the colors.

Activity 4

a) water; b) tissue, roots, xylem; c) dead, woody; d) spirals, rings; e) through, ease

Activity 5



Tip

Encourage students to choose reliable sources for their research. Remind them they can also ask the help of their science teacher. You can suggest the following videos and websites to complement their research.

» Sci-Wise, "What Do Desert Plants Do Differently?": <http://ftd.li/yt248m>;

» Bitesize, "Desert Biomes": <https://ftd.li/apxc14>;

» Mark A. Dimmitt, "How Plants Cope with the Desert Climate": <http://ftd.li/igw7ed>.

Ending

Have students present their slides and conduct a class discussion on the topic.

Activity 6

Personal answers. Suggested answers:

a

Since the xylem is made of dead cells and it is located inside a living thing (a plant), the meme jokes about the fact that an emo biologist is like xylem – dead inside (very sad).

b

It is a pun on the words **xylem** and **xylophone** (musical instrument). Both words have similar pronunciation: /'zī-ləm/ and /'zī-lə-fōn/.

Oak is a species of tree, and it is a pun with the word **OK**.

Activity 7

Personal answers. Students are expected to present a slideshow of their research on xerophytes (desert plants).

Gas Exchange in Plants



Contents

- » Gas exchange in plants
- » Leaf stomata
- » Cellular respiration

Objectives

- » Label a stoma
- » Outline the function of stomata

Materials

- » Student Handbook, pages 213-215
- » "Gas Exchange in Plants" video
- » Bilingual dictionaries (optional, one per pair of students)
- » Computer lab or devices with internet access

Class Plan

Beginning

Write "stoma" on the board. Ask students if they know what it is and invite them to share their previous knowledge. If they are not familiar with the term, allow them a few minutes (3-5) to do a quick search on the web. Encourage them to share what they have found out briefly.

Developing

Activity 1

Explain to students that they are going to watch a video about **stoma**. Ask them to look at the picture and read the caption. They need to answer the questions individually and check them in pairs. In item d, encourage them to write down some ideas of what they expect or would like to watch in the video. For instance, what answers or information about the topic they would like to watch.

Activity 2

Play the video once so that students can check their predictions and get familiar with the video.

Activity 3

Ask students to look at the picture and ask if they remember the names of each part of the stoma. Allow them some time to complete the image. Play the video

and allow them some time to check their answers. Practice the pronunciation of these terms with students.

Activity 4

Before playing the video again, have students read the statements and answer any questions. Say they can work in pairs. Play the video and have students check if the sentences are true or false. Check their answers with the whole group.

When students finish the first part, ask them to correct the false statements. As soon as they are done, play the video once more for correction. Elicit their answers and write them on the board.

Activity 5

Have students work in small groups and discuss the problem proposed. Have a whole class discussion and help students with vocabulary if necessary.

Tip

Cellular respiration is different from breathing. Not all living things breathe, but all of them respire. **Respiration** is the process of using oxygen to produce energy. The following video explains the processes of cellular respiration, photosynthesis, and their connection.

» BOGObiology, "Photosynthesis vs. Cellular Respiration Comparison": <http://ftd.li/2wuy88>.

Activity 6

If necessary, divide this activity into two classes. Have students work in pairs and follow the guidelines on page 36 to create their survey. You can provide them with some ideas of what to ask (e.g., what types of plants people prefer, what they know about their structure if they know how to take care of them, etc.). You can ask them to apply their surveys with other students at school. Students can present their results in the following class, along with ideas to help increase people's knowledge of plants and how to take care of them.

Ending

Ask students to show what they have done and how they have planned their surveys. Conduct a class discussion so that students can improve their surveys with opinions and suggestions from one another.

Answers

Activity 1

a) They are openings in the epidermis of a plant.

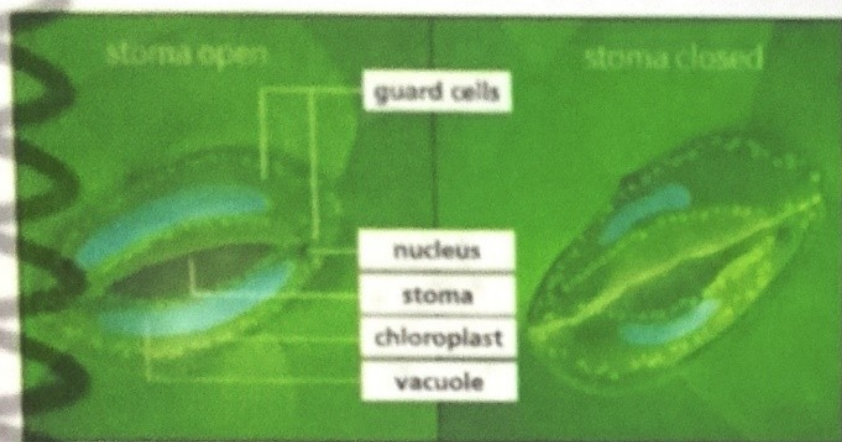
b) They facilitate gas exchange.

c) Personal answer.

Activity 2

Personal answers.

Activity 3



Activity 4

a) T

b) F – Stomata are found on the inferior / bottom / lower side of the leaf.

c) T

d) T

e) F – Plants also undergo cellular respiration. All living things respire.

f) T

g) F – The cell walls of guard cells are thicker in some places than in others.

h) T

i) F – The intensity of gas exchange varies as the stomata open and close.

Activity 5

The student's concern would only be true if they had an incredibly large amount of plants in a sealed bedroom. Having some plants in a ventilated bedroom is not dangerous at all.

Plants, however, use oxygen and release carbon dioxide to produce energy in the process of cellular respiration like all living things do.

Activity 6

Personal answers.

QUESTION 1

QUESTION 2

QUESTION 3

QUESTION 4

QUESTION 5

QUESTION 6

QUESTION 7

QUESTION 8

QUESTION 9

QUESTION 10

QUESTION 11

QUESTION 12

QUESTION 13

QUESTION 14

QUESTION 15

QUESTION 16

QUESTION 17

QUESTION 18

QUESTION 19

QUESTION 20

QUESTION 21

QUESTION 22

QUESTION 23

QUESTION 24

QUESTION 25

QUESTION 26

QUESTION 27

QUESTION 28

QUESTION 29

QUESTION 30

QUESTION 31

QUESTION 32

QUESTION 33

QUESTION 34

QUESTION 35

QUESTION 36

QUESTION 37

QUESTION 38

QUESTION 39

QUESTION 40

QUESTION 41

QUESTION 42

QUESTION 43

QUESTION 44

QUESTION 45

QUESTION 46

QUESTION 47

QUESTION 48

QUESTION 49

QUESTION 50

QUESTION 51

QUESTION 52

QUESTION 53

QUESTION 54

QUESTION 55

QUESTION 56

QUESTION 57

QUESTION 58

QUESTION 59

QUESTION 60

- b) want to know
- c) Would you like to wait
- d) I want to eat
- e) I would like to propose

Activity 2

- a) Because; b) but; c) Furthermore; d) However; e) In addition; f) Therefore

Activity 3

a

Activity 4

- a) To make online trolls responsible for their online abuse.
- b) Internet providers and social media companies.
- c) Block their access to social media and IP addresses.

UNIT 3

Lesson 1

Activity 1

- a) has written; b) Has, seen; c) haven't bought; d) haven't been; e) have, been; f) haven't talked

Activity 2

- a) I have lost my cell phone.
- b) We haven't understood his explanation.
- c) She has studied at this school for three years.
- d) Paulo and Sofia have not helped us fix the machine.

Activity 3

- a) chosen; b) bought; c) written; d) ridden; e) done

Lesson 2

Activity 1

- a) 's (or is); b) Have; c) Do; d) Have; e) does; f) Have

Activity 2

- a) school subject is
- b) have never studied French
- c) enjoy science class
- d) haven't decided what I will do when I'm older
- e) starts at (7:15 a.m.)
- f) have got a perfect score on a test

Activity 3

- a) guilty; b) desperate; c) puzzled; d) desperate; e) puzzled; f) guilty

Lesson 3

Activity 1

- a) Firstly; b) Secondly; c) Hello everyone; d) in conclusion; e) Let's move onto; f) Let me start by saying; g) Our research shows; h) Thank you for coming

Activity 2

- a) Hello everyone; b) thank you for coming; c) Let me start by saying; d) Firstly; e) Let's move onto; f) our research shows; g) in conclusion

Activity 3

- a) How far; b) How long; c) How long; d) How far; e) How long; f) How far

Lesson 4

Activity 1

- a) Some people believe that; b) Other people say that; c) Firstly; d) Secondly; e) However; f) In conclusion; g) That's why I think

Activity 2

b

Activity 3

a

Activity 4

There are two arguments in favor and one against.
In favor: (1) When we are doing something we like, we are probably going to remember it; (2) We learn better when we do things and that is fun.
Against: (1) It's impossible to have fun every time.

UNIT 4

Lesson 1

Activity 1

Verb	Noun	Adjective
organize	organization	organized
persuade	persuasion	persuasive
compete	competition	competitive
increase	increase	increasing

Activity 2

- a) persuasive; b) competitive; c) increase

Activity 3

- a) We haven't done our math homework yet.
- b) She has already played this song before.
- c) I still haven't understood the question.
- d) They have just arrived at the hotel.

Activity 4

- a) I have already finished it.
- b) They have just started filming the campaign.
- c) Have you seen the new ad yet?
- d) No, I haven't seen it yet./I still haven't seen it.

Lesson 2

Activity 1

Adjective	Superlative
bad	worst
busy	busiest
cheap	cheapest
comfortable	most comfortable
easy	easiest
fashionable	most fashionable
good	best
interesting	most interesting

Activity 2

- a) most beautiful; b) most ethical; c) smartest; d) ugliest;
- e) most expensive; f) slowest

Activity 3

- a) the most fashionable I've ever seen
- b) the most comfortable I've ever worn
- c) the cheapest I've ever bought
- d) the busiest I've ever visited
- e) the ugliest I've ever had

Lesson 3

Activity 1

b

Activity 2

- a) F; b) T; c) F; d) T

Lesson 4

Activity 1

- d; b; f; a; e; c

Activity 2

- a) T; b) F; c) F; d) T

UNIT 5

Lesson 1

Activity 1

- a; d; e; f

Activity 2

- a) T; b) F; c) F; d) T

Lesson 2

Activity 1

- a) interrupt; b) forget; c) continue; d) way; e) add; f) of;
- g) wanted; h) reminds

Activity 2

- a) so; b) such; c) such; d) so

Activity 3

- a) She's so talented at video games.
- b) She's such a talent at video games
- c) He's so happy.
- d) He's such a happy person.
- e) It's so difficult.
- f) It's such a difficult situation.

Activity 4

/əʊ/	/ʌ/
chose	blood
cone	cup
know	does
moan	done
note	fun
show	glove
snow	rough
toe	wonder

Lesson 3

Activity 1

- a) who; b) when; c) where; d) which; e) where; f) who

Activity 2

a) ND; b) D; c) ND; d) D

Activity 3

The answers may vary. However, students should use the appropriate pronoun.

a) who; b) which; c) where; d) who; e) when; f) which

Lesson 4

Activity 1

Possible answers:

- a) Algeria protests: disinformation on social media.
- b) Facebook Portal TV combines video chat and streaming.

Activity 2

Possible answers:

- a) Some missing Kenyan children were found after an AS Roma social media campaign.
- b) *The New York Times* changed a front-page Trump headline after backlash.

Activity 3

- a) paragraph; b) sentences; c) action; d) convincing; e) effective

UNIT 6

Lesson 1

Activity 1

- a) Orson Welles directed a radio adaptation of *The War of the Worlds*, reimagining the Martian invasion through fictitious news flashes.
- b) Only about a third understood the invaders to be Martians.
- c) Mass panic and listeners fleeing their homes in fear.
- d) First: media messages can powerfully reinforce what people already believe. Second: fake news is most powerful when it is shared.

Activity 2

- a) began; b) going on; c) creating

Lesson 2

Activity 1

Certainty	Uncertainty
I don't think there can be any doubt about ... I have no doubt about it. I'm certain about it.	It might be true that ... I have my own doubts about ... It seems unlikely that ...

Activity 3

Starts with I	Starts with I'm	Starts with It or It's	Other
I doubt it.	I'm positive. I'm certain.	It might be true. It seems unlikely.	Definitely Of course

Activity 4

- a) gym; b) cereal; c) stomach; d) city; e) giraffe; f) chief; g) goose

Lesson 3

Activity 1

- a) T; b) F; c) F; d) T

Activity 2

- a) fact-checked; b) source; c) debunk; d) hoax; e) bogus

Activity 3

- a) fact-checked; b) source; c) hoax; d) debunk; e) bogus

Lesson 4

Activity 1

- a) excellent; b) complicated; c) readers; d) foundation; e) love; f) new; g) should; h) have; i) short

Activity 2

- b; d; a; e; c

UNIT 7

Lesson 1

Activity 1

- a) I really love watching short series on TV.
- b) I'm not (too/very) keen on watching reality TV.
- c) I can't stand watching TV.

Activity 2

- a) didn't watch; b) would have; c) would read; d) spent; e) would exercise; f) Would, sleep; g) didn't watch; h) would sleep; i) wouldn't know; j) were not

Activity 3

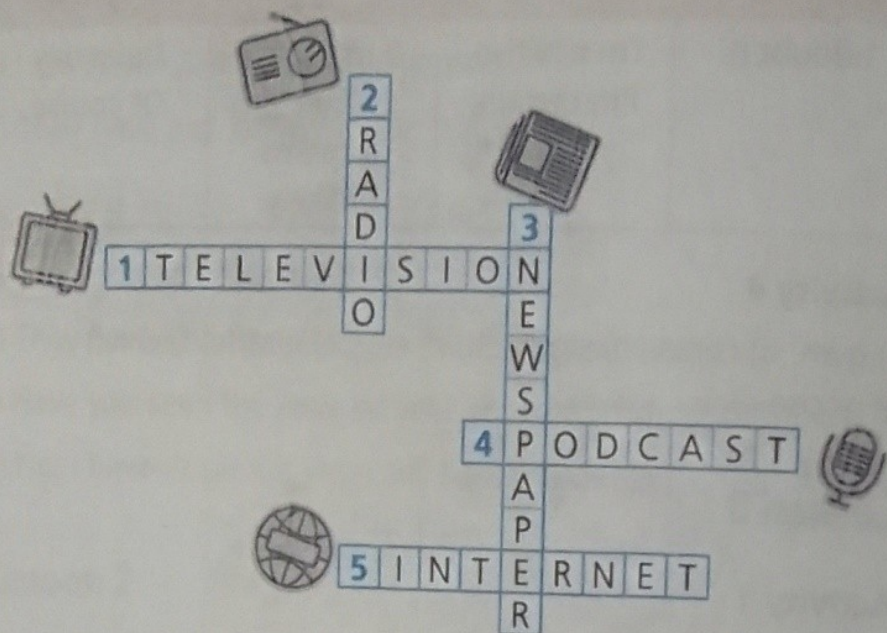
- a) as long as; b) in case; c) Supposing

Activity 4

- a) Would you stop watching TV for a while if you were challenged?
- b) If I had more time, I would watch more reality shows on TV.

Lesson 2

Activity 1



Activity 2

/d/	/t/	/id/
claimed	cooked	added
played	increased	created
showed	liked	dated
tried	worked	decided

Activity 3

a) personalized; b) needed; c) loved; d) danced; e) kissed; f) wanted

Lesson 3

Activity 1

a) digital; b) internet; c) downloading; d) computer; e) mobile; f) series; g) subscribers

Activity 2

a) I was fired from my job as a podcaster.
b) The podcast was downloaded 2 million times.
c) The podcast is presented by two friends.
d) A podcast is listened to by my friends everyday.

Activity 3

a) The word **podcast** was invented by a *The Guardian* journalist.
b) The first podcasting book was written by Todd Cochrane.
c) The most popular podcast in the world was created by Ricky Gervais in 2006.
d) Each episode of *This American Life* was downloaded around 2.5 million times.
e) The Peabody Award was won by the *Serial* podcast in 2015.

Lesson 4

Activity 1

1) b; 2) b

Activity 2

a) point; b) bottom; c) looks; d) right-hand; e) background left-hand side

Activity 3

a) 2; b) 1; c) 1; d) 2; e) 1; f) 2

UNIT 8

Lesson 1

Activity 1

a) F; b) T; c) T; d) T

Activity 2

a) log on; b) looking forward to; c) wait for; d) figure out; e) fallen out of; f) push back

Activity 3

bookshelf bus stop headphone toothpaste	full-length green-eyed ice cold short-term

Lesson 2

Activity 1

a) I think you'll find that this idea is the best because ...
b) Why don't we ...
c) It's imperative that ...
d) I'm most certain that you'll agree with me on ...
e) I must say that ...
f) Without a shadow of doubt ...

Activity 2

a) One disadvantage is ...
b) One major issue is ...
c) Your argument contradicts ...
d) On the other hand ...
e) I dispute that ...
f) Although you may say that, I believe ...

Activity 3

a) without a shadow of a doubt

- b) on the other hand
- c) but I must say
- d) Although you may say that, I believe
- e) your argument contradicts
- f) it's imperative that

Lesson 3

Activity 1

d

Activity 2

a) T; b) F; c) T; d) T; e) F

Activity 3

a) grim; b) in a nutshell; c) demise; d) king

Lesson 4

Activity 1

1) Transformation; 2) Access; 3) Governance; 4) Security

Activity 2

Opportunities	Challenges
Create new markets for business.	Universal affordable internet access. Data security and privacy. Rules and ethics, as well as societal benefits and costs. Cybercrime.

Activity 3

a) strengthen; b) affordable; c) unleashed; d) criminal offence

Activity 4

- a) Will also need
- b) Has included
- c) Is reshaping; is (also) raising, are rising
- d) Are being tested
- e) Were reported

UNIT 6 • The Big Lie



Contents

- » Nazism and nazi propaganda

Objectives

- » Contextualize the emergence of nazism
- » Read about the role of propaganda in the emergence of nazism

Materials

- » Student Handbook, pages 195-198
- » Video: "Steven Luckert – State of Deception: the Power of Nazi Propaganda," Los Angeles Public Library, available at <http://ftd.li/jvo44o> (optional)

Class Plan

Beginning

Ask the group what a **historical lie** is. Recap the concept that they have seen in pages 64-65 (unit 6).

Developing

Activity 1

Have students look at the picture of Anne Frank and her diary and elicit who she is and why her diary is so famous. If students do not know her, explain that Anne Frank was a girl about their age that lived through an extremely dramatic moment in recent history. She became famous after her death when her diary with her memories of those days was found. Her diary became a world-famous literary work and also a historical document. Allow students to make some comments about what they know. Ask them to read the questions and then the diary entry to answer them. Alternatively, read it out loud for students. It is important that the questions be read before the text. Students can answer the questions in pairs or individually and check them in pairs. Collect feedback from the whole group.

Tip

The following videos provide further information about Anne Frank and her diary.

- » Anne Frank House, "The Diary | Anne Frank House | Explained": <http://ftd.li/4ajv25>;
- » Anne Frank House, "10 Questions about Anne Frank | Anne Frank House | Explained": <http://ftd.li/3gde43>.

Activity 2

Explain to students that this activity focuses on some useful vocabulary they will find in the texts they are about to read and listen to. Also, explain to them that they have to form collocations, which are words that usually come together, forming fixed combinations. Do the first one with the whole group and allow them to work in pairs to match the other items. After correction, practice pronunciation so that students get familiar with the sounds of the words.

Activity 3

Show students the KWL chart and explain it is a way to explore a subject considering what they know and what they want to know about it. Tell them to complete the first column individually by listing their ideas with bullet points. Elicit some feedback and write it on the board. Allow them some more time to list what they want to know in the form of questions. They can do it in pairs or individually. If necessary, model the activity by writing one or two questions on the board. Encourage students to look at the list of collocations in activity 2 to see if they are useful to complete the first two columns. Tell them they will not complete the third column now. They should save it for later.

Activity 4

Explain to students that the Holocaust is not what the lie could be about. It is a historical event extensively recorded by the media in general with plenty of evidence and fact to prove it did happen. Therefore, avoid letting students formulate this hypothesis. It is all right if students do not conclude that the nazis told lies to convince people to support them. Collect their contributions and do not provide an answer now. Tell them the answer will be found in the following activity.

Activity 5

Show students the extract from an article about famous historical lies called "10 of the Biggest Lies in History." They should scan the extract to compare it with the ideas they came up with in activity 4. Let them read individually first, compare ideas in pairs, and then collect their feedback. Have them justify their answers.

Activity 6

Ask students to read the rubrics and explain the activity if necessary. After reading this extract from